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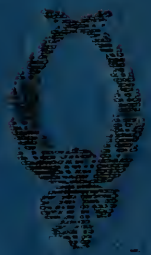

J. F. BRUCE

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BY

J. F. Bruce

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FOREWORD:

Pray get well-fixed in your mind the distinction between this system, which gives to the citizen his training throughout the years of youth, when it is most easily assimilated, and will also most greatly benefit the recipient in the matter of securing an "education," and at the same time leaves the pupil always a civilian first, and only called into service upon necessity; and that system which proposes to neglect training and greatly-needed discipline throughout the youth-time of the citizen, and then grab him up at an age when he can least spare the time, take him from home and home-influences when they, too, should remain a most potent influence in the formation of his character, and put him for an extended period, a unit in a vast army of soldiers, where training in citizenship and in the interests of civilian life are in abeyance, and where the soldier is necessarily first and the civilian not at all. The result, if such a plan for military strength as this latter one is adopted, must be a large military caste, and ultimate monarchy with all attendant evils.

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CHAPTER I.

NEED OF TRAINING.

1. HOW PROVEN.

Sam Jordan says that when he came into this world he knew nothing except how to get his breath, how to cry, and how to get his dinner into his mouth and swallow it. So with all of us. Everything else that we know and know how to do has had to be learned.

We are creatures of habit, and we learn to do skillfully what we do often. But whatever we have not done before, whatever we have had no training in doing, we find it difficult to do at all. Hand a book upside-down to even a good reader, and ask him to read it aloud that way. If he has had no previous experience at it, he will do very poorly. He is not "used to" reading that way. But let him set type for a little while and he will soon become so trained as to be able to read not only upside-down, but with letters inversed.

There is nothing that human beings have to do that they cannot do better for having received training for it. More, there is nothing that they can do efficiently without previous training for it.

Also they like to do that which they have been used to doing, and for the most part, have strong aversion to making any sort of change.

It seems clear therefore that training—learning and practicing how to do those things that make life worth while—is the most important factor in human existence.

Many years ago an eminent medical man, Dr. Brown, speaking in one of the Chicago churches during a time of great confusion and strife, said in effect, "If this generation were wise, it would spend more on education and training than all the preceding generations have given to these things." This wise man's voice was scarcely heeded, and we have the vast unrest and confusion and strife and vice and ignorance still with us. This because the men and women of this generation, who should have received the education and training Dr. Brown wanted them to receive at that time did not get it, or only a very small fraction of it; and so today they do not know any better.

Skill in everything that is given us to do comes only from training. It is eminently desirable that everything there is to do be done as efficiently as possible. Therefore it is certainly desirable that all of us should be as thoroughly trained

as possible in what we have to do. There should be no such thing as unskilled workers among grown-up people. The hod-carrier or ditch-digger will do his work better for having been properly trained for it, as will also a cook or a musician, and perhaps the amounts of training necessary to the best results in each case are not so far apart as would seem at first glance.

2. RESULTS BEST WHEN GIVEN TO YOUNG.

The little baby learns a great deal during the first few months of its existence. It receives a lot of training during that time. It seems to learn something new during almost every waking moment. Its plastic mind receives impressions easily, and they stay with it—these early impressions—throughout life. Learning to speak the difficult and complex English Language is only one of the many things the child receives and assimilates training in during its first few years. Later on in life the reception and assimilation of new ideas and training becomes more difficult.

It seems to be a definitely settled psychological fact that, unless the mind has been trained to reason in early life, the reasoning powers in maturity and age are exceedingly limited in scope and incapable of much expansion. Neither is physical skill and dexterity easily acquired after maturity; and in age it can be acquired only with the greatest pains and difficulty. The same rule seems also to apply to moral or ethical training.

In view of these facts it becomes very clear that the foundation trainings for life should be given in youth, when they are easily received and assimilated, and when their results will be lasting. Also because the results of the training received at this period of life are so lasting, the greatest care should be exercised to see that the wrong sort of training is not given in any case.

3. WHO SHOULD ADMINISTER TRAINING.

In the early stages of the child's life the parents are the natural teachers, educators and trainers; and the efficiency with which this important early training is given will depend directly upon the capability of the parents.

But pretty soon other trainers and teachers begin to work upon the young one. Come play-mates and associates, hired teachers and preachers, newspapers and books and other things. In fact almost everything that youth comes in contact with teaches it something good or bad or a mixture of the two.

Clearly it is of great importance to the individual that all the education, training and preparation for life and life's work shall be the most efficient and the best obtainable.

Also it is equally clear that this is just as important to

the community and to the state. Probably we are all affected more than we realize by the conditions of training and consequent standards of living of those around us.

A few exceptionally strong characters may grow up into good men and women in the slums or amid the dens of vice; but the percentage is not great. Since this matter of the training of youth is of such great importance, both to the individual and to the country, the utmost care should be exercised to see that the very best possible training is given, and given, too, by the most efficient teacher or trainer available. If the parent is incapable of furnishing the right kind of training beyond a certain point, then, for the sake of the state and the individual both, the training should be taken up by others at that point and carried on. It is not fair to the child or the country in which he lives for his training to be neglected or wrongly given merely because his parents are incapable or unwilling to do what is ordinarily their part of the training. Parental authority is a great and good and natural thing; but it must not extend to the point where its exercise or its lack of exercise or harmful exercise will seriously injure the individual or the state.

In other words if a parent cannot or will not give to his offspring the proper education and training beyond a certain point, then it becomes the duty of the state to take the matter up at that point and see that it is done.

Possibly when that vastly neglected subject, **Training for Parenthood**, has been efficiently and universally taught for a while, we shall arrive at a condition where nearly all parents are capable of giving, each to his own children, the full quota of parental training that ought to be the province of each. But it must be admitted that it is far from so now.

Have not we of the Great Republic reached a point where we can see how to take hold of this thing and remedy it—establish and maintain a system of training by which practically every youth shall be given the best possible training to fit him for that which he is most capable of doing? We must go far along this line, or the republic will not—cannot—endure. No republic can succeed with a large part of its population ignorant, untrained and illiterate.

We have lately demonstrated that we have reached a stage of civilization where great reforms and great advancements do not necessarily have to be made through the agencies of war and physical force; but that such can be and have been accomplished by the persistent exercise of mentality, reason and common-sense. Smaller examples of this have been quite numerous of late. Three great ones now stand out pre-eminent. The attempt at a league of nations may or may not succeed this time, but, at least, an earnest effort has been made. Women, at last, are coming into their rights as the political

and economic equals of men. And the abolition of the use of alcohol as a beverage among us has succeeded.

I suspect that we are just entering upon a series of mental and moral victories that are going to eclipse any and all of the victories that have been attained by the force of arms in all the ages past, great as these have sometimes been. Humanity needs more of these mental and moral victories; and they will come just as rapidly and just as bloodlessly as we train ourselves and our posterity for them. This training is a good thing. Push it along.

CHAPTER II.

KINDS OF TRAINING NEEDED.

The kinds of training our young people need are too numerous to mention. Only a few of the most important can be outlined here. The point is that provision should be made for giving to every child all the training necessary to make of him or her the best man or woman—the best citizen—that he or she is capable of becoming. Whatever will do that is the right kind of training. Whatever falls below that, by just that far, falls below the right kind of training. How far we now fall below is appalling.

It is no answer to this to say that our system of training our youth is the best in existence in the world today. That is probably true in most respects. I hope so, anyway. We all like to believe that. But the fact remains that our system falls so far below what it ought to be that the number left untrained and wrongly trained is truly appalling. The standard must be raised much higher, both as to numbers receiving training and the kind of training given, or our republic cannot endure.

1. PHYSICAL TRAINING.

What should be one of the biggest lessons that the Great War gave to us is the pointing out of the low physical condition of our people. Not low in comparison with those of other countries—that is not the comparison that counts—but low in comparison with what it ought to be.

Remember, the men examined were those at the age of the greatest health and vigor. And yet the draft boards found that from about one-sixth to one-third of them had to be rejected, physically. An average of about one-fourth of the men in our country physically incompetent! And no doubt an examination of our women would reveal a condition fully as bad or even worse. Is not this an awful condition of affairs? It is; and it would strike us so if we hadn't become so accustomed to it.

But pretty nearly every babe born into the world is capable of being reared into a physically healthful, strong and normal human being. Most of them are born with the foundation for this. The means of so rearing them are in the hands of the parents, the teachers and the babe's fellow-citizens. There is nothing secret nor occult nor impossible about it; and

if that babe does not receive the physical care and training proper for the development of its future physical well-being, we, the citizens of this republic—you and I, and all the rest —are responsible. The means have been given us in abundance. We humans have been supplied with a reasoning power almost God-like. Let us use it a little.

Of course, as in all other kinds of training, the child's physical training is at first supplied, or at least supervised, by the parents. But how inefficient and faulty this often is! For the parents themselves usually do not know much about it. They were never taught. One or two generations of proper training in this respect will be needed to make them really competent for their part of the work.

And then, when the child reaches school-age, his physical training should be under teachers as competent in that respect as they should be in mental and moral capabilities. And this is, if possible, more important for girls than for boys; for they are the mothers of the race. Every child should receive this training, and in the proper way and amount necessary to his physical well-being. And, of course, it should be administered pleasantly, not burdensomely, as should all training in so far as possible. But even the child's play should have competent and efficient supervision.

2. MENTAL TRAINING.

Again, the child's earliest mental training is given by the parents. And how many are competent to give this efficiently? All too few. Why, if there were no other reason for giving each and every child what is usually termed a "good education," it should be done because of the possibility of his or her some day becoming a parent and having children that would need efficient teaching. How shall one teach without having been taught?

The gift of the mind is one of the two great things with which the Almighty has endowed us which differentiates us from the lower orders of animals. And nearly every child is born with a splendid mind, capable of almost infinite cultivation and expansion. Also the pleasure of cultivating the mind, thinking about things, reasoning things out, is one of the greatest and holiest pleasures that is given to the human to enjoy. The child in its infancy does not know these things, and is prone, from laziness and other causes, to form contrary habits. But it is so, nevertheless. Therefore the child's mind should be trained to think logically and to reason correctly and to keep at it habitually. And this training should be given to all. No one, except complete idiots, should be omitted. This for the benefit of the individual. But whenever any considerable number of the children of the country or the state or the community fail to receive such mental training, it is harmful

to all the rest. This does not have to go very far nor to continue very long before it becomes impossible to maintain in that community or state or country a generally decent standard of living or anything like an equitable or just political or economic system. A republic cannot be maintained by an illiterate or a mentally low-developed populace. The census of 1910 showed that we had over five and a half millions of illiterates above the age of ten years.

Again the Great War has read us our lesson. It is officially reported that the number of illiterates was surprisingly great, and that the number who were nearly or quite illiterate was about one-fourth of the total number in service. Just think of it! In this United States of America! No nation, and especially no republic can permit such a state of affairs as this to continue and not suffer for it. The reaction is bound to come. It is here now, even at our very doors; and it will overwhelm us with anarchy and bolshevism and I.W.W.-ism and other unbearable forms of tyranny unless we find the remedy. And there is only one remedy: Educate and train the children—the rising generation—all of them. O yes, much good can be accomplished in the further education and training of grown people, too; for no man's education or training is complete so long as he is alive. But the amount that can be accomplished among the grown-ups is almost insignificant compared with what can and should be done in educating and training the children of the present generation.

And yet under this system that I am attempting to set forth, the first generation will not, cannot, receive anything like such efficient training as will those increasingly to follow. The teachers and trainers are themselves, in great part, wofully young, inexperienced, incompetent, inefficient and untrained. We do not pay our teachers sufficient to enable them to fit themselves properly for their duties nor to make it possible for those who are competent to keep themselves so. And certainly not enough to attract the competent and efficient into the great profession of teaching. The teacher, the trainer of our youth, ought to be the best paid, the most competent and efficient, the most highly respected person in any of the professions; for he has the most important and the most responsible position of them all. But he is none of these things, and he will not be again until we wake up and begin to do our duty by him. We have been growing slacker and slacker about this for years. The nobility of his calling alone is holding him up today; we are not doing it. And if we do not do it, we are going to suffer deeply for it right soon. The suffering has begun already. It will be many a long day before this state or any of our states fully recover from the fact that, especially during this past year, we have been having the training of our youth, in great part, left in the hands of very young, incompetent, and themselves untrained teachers. And the harm

done will be increased during every year that this condition continues. It must not continue. The Great Republic cannot long survive if it does continue.

For each individual's sake; for the Great Republic's sake; and for God's sake, let us be up and set about establishing a good, sound and efficient system of mental training for our children!

God helping me, I shall attempt to tell you a little bit of the how to go about it.

3. MORAL TRAINING.

Great is the need of a better system of physical training for our children. Greater the need of a more efficient system of mental training. But the greatest need of all is for a really good system of moral training. The administration of this must also be begun in each case by the child's parents. But what sort of moral teachers are the warped and distorted profiteer, the cheat, the liar, the scandal-monger, the near-criminal, the criminal (caught and uncaught) the divorced, and the otherwise sexually impure? Many, far too many of the parents belong to some one or more of these or similar low-grade moral classes. And such do not make very good teachers of morality for the coming generations. In fact, the principal reason why these parents themselves are so low in the scale of morality is because the early teaching that was given to them was wofully deficient and lop-sided. The remedy? Make every effort to give to the children of this generation efficient training and instruction in morality, so that when they, in turn, become parents, they will know how properly to instruct their children.

Next in time and importance after the teaching by the parents comes the child's teaching in school. The amount of instruction in morality that seems to be given here is pitifully small. It is fully as important as mental instruction—perhaps more so—but the amount of time and effort directly devoted to it seems to be almost zero. Now this is not an argument for "religious" training in schools. But the contrary.

One of the first things that true lovers of liberty discovered was that the state, the government, has no legitimate concern with or control over the religion or religious beliefs of any human being. Indeed, so recently has this knowledge come to man that not nearly all men nor religions nor states act upon it yet.

With the morality and moral conceptions and practices of the citizen it is vastly different. The Government is most intimately, vitally and intensely concerned with these in the case of every citizen.

A man's religion is his own private affair; his morality

(or immorality) is intensely the business of the public as well as of himself.

For this reason, religion should be believed and practiced according to the will and conscience of each individual, without let or hindrance or any kind of interference from the state, except in those rare cases where the religious beliefs claimed and acted upon are so outlandish as clearly to violate the proper conceptions of morality.

And for this reason the teaching of any particular system or denomination of religion or religious belief has no place in the public school system of any free country. This is not saying that religious teaching and instruction should not take place anywhere; for it should. Indeed it is a good state of affairs in that respect when all, especially all the young, receive religious training. And they, not being competent up to a certain age, to decide for themselves, it, of course, devolves upon their parents to decide for them what kind and amount of religious instruction they shall receive. But all religious instruction, as such, should be given separate and apart from the public school system. In the public school every child should have imparted to it the instruction provided for it by the state, and this it should be required to take, up to a point at least ordinarily including the completion of high school work.

As a matter of fact, all secular instruction and training should be in the hands of, or at least under the supervision of the state. Neither should private persons, companies or organizations be permitted to exploit it or to profiteer from it.

And all strictly religious instruction should be given in the time, place and manner desired by the devotees (but without interfering with the state's system) and supported by them as they themselves may desire or elect.

Morality, however, being a matter of such direct interest to the community and the state and the nation, should be taught and training therein should be given throughout the public school system. This would in no way preclude or prevent training and instruction in this subject being given also in the pulpit, in the Sunday School, or in any ecclesiastical institution. But in order to insure that all receive such instruction sufficiently and efficiently the public school should certainly give it. And a great deal more emphasis should be placed upon it and vastly more attention given to it than has been and is being done.

The moral sense is the other of the two great gifts of God to distinguish us from brutes. And it is just as susceptible to right and efficient training as is the mind or the body. Also we have not been doing this job very well—nothing like so well as it could be done—else we should not see the moral tone of our people at such a low ebb as it is! That it is far too low is proved by the fact that we must keep eighty-two

thousand moral delinquents confined in penal institutions. Most of them are there because they did not receive proper moral training in their youth. It is clearly proven to any man who will merely take a stroll through the vast "tough" districts of any of our large cities and observe the other thousands of moral delinquents who do not happen to be in jail at that time. And more clearly still is it shown to each of us when we pause and ponder the petty dishonesties, cheatings, lyings and sharp practices almost universally indulged in in the ordinary transactions of business. These could not exist to anything like the extent that they do in a population that had received really efficient moral instruction in its youth.

Why, one of our greatest institutions for instruction itself is habitually so careless in its handling of the truth that it has become the common thing to hear the man in the street say, "I saw it in the newspaper. I don't know whether it is true or not."

There is not much truth in the theory that the "good old days" contained about all there is that is good, and that we have not, in our day, anything that amounts to much.

Those buildings, statues, statutes, books, pictures and other things of the "old days" that were really good have mostly survived and have come down to us or to our knowledge, while the great numbers of poor and worthless things of those days have perished. That is all. In the ages yet to come, it will be our worthy things and thoughts that will have survived; and we shall be judged in our turn by these, and not by the vast amount of shoddy in our lives and works—just as it has been with the ancients.

But there is one thing that we are almost compelled to believe was better in the olden time. It seems that whatever one saw in print then was generally believed. It may be that it was because people were more gullible than they are now; but I suspect it was because printers and publishers did not handle the truth quite so carelessly as they do now. That seems to be more or less of a "modern" habit. Let us hope it is only a temporary one.

The freedom of the press is one of the greatest blessings that civil liberty has given to us. But those who operate the press do not seem to realize that along with this great liberty, freedom of the press, goes the obligation to **tell the truth**. When will they? Not until they and the people who read what they write, too, shall have received a higher and better moral training in their youth, I think.

Practically every child that is born into the world holds the possibility within itself of being trained to high moral perceptions and practices. Nearly all of them are given training and teaching in this regard far, far below their possibilities.

Often the moral part of the child's training is too nearly entirely neglected, both by parents and by teachers. But again how shall they teach who have not themselves been taught?

In the minds of many parents and especially of many teachers, the subject of the moral sense of the child seems to be so bound up with religion that a great hesitation is felt in speaking of it. Also, many seem fearful of being thought platitudinous if they expound the great principles of morality.

Platitudes! Platitudes! Let somebody quote from the Wise King's Proverbs, or from the maxims in the old copy-books, and stands some one by ready to sneer "Platitudes."

Is the beauty of the rose a platitude?

Are not the beauty of wisdom and the beauty of the rose alike new to each generation?

Teach them. Train them. Therein and therein only lies the salvation of the Great Republic.

4. AGRICULTURAL TRAINING.

The greatest and most important business of the people of the United States is agriculture. More persons are engaged in it than in any other. And upon it all the other businesses and professions depend. Yet it is, in many respects, the most poorly carried on business of any. Why? Because those who are engaged in it have not been given anything approaching efficient training for it. Hardly any man or woman occupies a position in which a good working-knowledge of agriculture would not be helpful. Hardly any one occupies a position such that he or she would not be benefitted by actually practicing at least a little agriculture. The study of it would not only furnish excellent mental exercise, but the practice of it could and should be made to furnish valuable physical exercise and recreation to nearly every person in our country.

In view of these facts, it seems strange indeed that so little attention is given to it in the curricula of our schools. It is only lately that any attempt has been made to teach it at all, even in the rural schools, where one would think that the interest in it should be the greatest. And even yet it is safe to say that the time and attention devoted to it is not nearly one-tenth of what it should be.

The interest in agriculture is so universal that practically every child in country and city should be given a thorough grounding in it. And this should include not only the theoretical study of it, but should go hand in hand with its practical application.

For this purpose, every school—both grade and high—should have attached to it a suitable plot of ground to be used by the students for practical work in agriculture. This system, properly instituted and operated, even for one generation,

would take this great science out of its slip-shod, hap-hazard methods of the past and present and place it upon the high plane where it belongs. And this would pay the expense of putting it into operation and of carrying it on ten-fold, in resulting better methods of production and distribution, in a much needed increased production and in an absolutely necessary conservation of resources.

The United States and practically every individual state now maintain and operate expensive agricultural colleges and experiment stations. And these have, without exception, justified their existence and paid for themselves and for their maintenance many times over. But the people, the farmers, are not getting one per cent of the good from these institutions that they should be getting. Most of them do not know what is to be had from them. Many of them scarcely realize their existence. Hardly any farmers ever think of getting any help from these institutions at all, although there is scarcely a problem confronting the farmer that the experiment station has not worked out and issued bulletins on that would be of vast assistance. This condition of affairs could not exist long if proper attention were being paid to training in agriculture in the schools and to giving the pupils full information as to what agricultural colleges and experiment stations can and will do in the further and fuller instruction of the agriculturist.

But here again the training that can be given to the children of the first generation under this system cannot be nearly so efficient as that which would come to the second and increasingly to subsequent generations. For the teachers themselves now, for the most part, do not know. How can they? They have not been taught. Nor shall we be able to get teachers and trainers who are competent in this respect without paying them a reasonable remuneration for their services.

If we will pay our teachers enough, we can easily require and secure corresponding grades of service from them, even to being properly fitted for the teaching of agriculture. Pay them enough and they will fit themselves for it, and it will mean almost unimaginable wealth for us in the long run.

The single item of raising the farmer's profession from the sneered-at and unpopular position in which it now stands to the high and much-sought-for place which proper training in it and the excitation of a consequent proper interest in it would give, would repay many times over all that this proposed system of teaching it could possibly cost.

The farmer's profession is loooking up some already, thanks to the educational work that has been done; but it is still in such a low state that hardly any of the brightest or the most energetic of our boys and girls will remain on the farm any longer than they can help. With the system that is herein proposed put into operation, the standard of farm-life would

soon become so high, and the desirability of living in the country so great that instead of begging people to come "back to the farm," we should probably be compelled to offer special inducements, a more moral atmosphere, cleaner streets and better sanitary conditions, in order to get enough people to live in the cities to carry on the work and business necessary to be done there.

Do you know, I rather suspect that the great, populous city, all jammed up together, is soon going to be found out to be a mistake anyhow. I should not be surprised if it will be discovered, within the next few decades at least, that it is not necessary nor even desirable to have all the great factories in a city, like Pittsburg, right close up against each other, or all the great office-buildings and stores in great cities like New York and Chicago bunched and crowded into so small an area that the workers in these factories, offices and stores must live their lives in quarters far too crowded for their health, sanitation or any approach to a high standard of living. I look to see a scattering-out. The cities will probably become much larger in area, but not nearly so densely populated. That would certainly seem to be a desirable trend of affairs.

And would not the teaching of agriculture to all school children, and the resultant awakening of a desire in each and every one of them to do at least a little planting and reaping have a powerful tendency to bring about this desirable scatterment of the cities, so that each worker of any kind could have at least a little garden where it would be the pleasure as well as the profit of him and his family to raise some vegetables and a few flowers? I know that they do not generally do that now, even when they live where ground is available; but they would if it was being taught in their schools. They do not know how yet. Neither have they had their interest aroused in the subject.

And it seems to me that right now would be a very good time to press this idea of scattered-out systems of factories, etc. For we are just at the beginning of the development of vast hydro-electric systems of power.

I have only touched upon a few of the enormous and desirable results that would ensue from giving an efficient training in agriculture to all of our school children. Its results would actually be more beneficial and far-reaching than we can imagine. We have the most desirable country in the world as it is; but when we do that we shall have at least doubled its desirability.

By all means let us establish an efficient system of agricultural training for all our children in all our schools.

Further on I shall tell you what many years of working on the subject has taught me about how it ought to be done.

5. MECHANICAL TRAINING.

Mechanical training should also be universally given in our public schools. There is no person engaged in any occupation whose efficiency would not be very greatly increased, either directly or indirectly, by having had a good basic training in manual dexterity. And, as in all other things, the most effective way to teach and train them is to "catch them young."

This training should probably first appear as a fixed part of the regular course in the last two years of the grade school, and should continue for practically every pupil at least throughout the high school period. Some of the simpler forms of it might very profitably be made a part of the recreational exercises of the pupil from the time he started to school. It ought to be easy to make the whole course a pleasure and a recreation, rather than a burden, in the case of all pupils throughout their school career. By a proper arrangement and systemization of this and agricultural instruction, the long, dull hours of school, especially for the little folks, would be "long and dull" no more.

But all this cannot be done without sufficient equipment. A false idea of economy makes most communities think that they are too poor to afford such expensive equipment as would be required. The truth of the matter is that we are too poor to do without it, and we shall continue to be poorer than we otherwise would be if we continue to be without it. It is not extravagance to pay whatever sums, large or small, are necessary to secure needed tools and paraphernalia with which to work and teach. That economy which would cut these things down below their actual needs is a false economy, and will be advocated only through ignorance or a short-sighted selfishness. We have far too much of it, and this can only be remedied by training the rising generation to know better. Those who are old and "set in their ways" cannot be taught very readily or very much. We shall be doing very well to teach them to let the rising generation be trained and taught.

Here again arises the problem of obtaining efficient trainers and teachers. And the solution to this is the same as the solution to the problem of getting efficient teachers in agriculture and other subjects. Pay enough for them and we shall get them. But we need not expect to get them by a pitiful little increase of ten or twenty-five per cent in the present salary of teachers. We need not expect to get efficient teachers and trainers in any department or subject by paying them less than the daily wage of an "unskilled" workman.

The teacher—the right kind of teacher—has had to spend years of time and much cash in fitting himself for his profession. And if he continues to be the right kind of teacher he has to continue to spend time and money to continue training and fitting himself. If he stops doing this he quickly falls behind in efficiency.

A district or a state, in making up its budget for the payment of its teachers, should not work upon the plan of getting teachers at as low a price as possible; but should carefully work out what salary a teacher should have in order to enable him to be compensated for the time and money he has had to spend in properly training himself for his job, plus enough to enable him to maintain a reasonably high standard of living for himself and his dependents and to lay by something for his old age and the education of his children, and finally, plus enough to enable him to continue to keep himself well-trained and fit for the most efficient exercise of the duties of his noble profession. The sum of these should be the pay of those who are going to train our children for their life-work. Any teacher obtained for less than this will, in the long run, be dear at any price. You may occasionally pay the high price and get only the poor or mediocre teacher, but you will not have to keep him. He can be quickly replaced by a good one if the price is good. But certain it is that you can but seldom get the services of a good teacher for a poor salary, or if you do get him for a little while, you cannot hold him long.

Our public school system is a rather young thing in the world and consequently very faulty and immature; but we are going to put into it mechanical training and all these other greatly-needed things, and under competent teachers and trainers, too. And then the future generations are going to wonder why we were so dilatory and careless about such an important matter, just as we wonder why the world has been so slow in recognizing the principles of civil and religious liberty.

6. MILITARY TRAINING.

Military training for boys and corresponding, suitable training for girls should be given to every pupil over ten years of age and should continue throughout each one's school career—even through college and the professional schools if the student takes these courses. There are several reasons for this, one of the principal ones being the splendid effect on the individual, physically, mentally and morally, which true and right military training (such as that to be had at West Point and Annapolis) imparts. Very few people seem to realize just what this sort of training does for one, and how great is the personal, individual need of it in our country. A wise, patriotic statesman speaking on the floor of the United States Senate, referring to military training lately mentioned six benefits that would accrue, "Physical Development, Discipline, Inculcation of Patriotism, Americanization, Democratization, and Vocational Training." And he added that every one of these advantages can be made a certain and sure result of the right administration of the educational system that we now have.

One of our greatest editors added, "If Senator————'s is the last word in the argument for universal Military Training, the answer is easy. Reform and strengthen the educational system now touching every family in the Republic until that system does efficiently the work for which it was established." It is just this that is the aim and design of the plan and system proposed herein.

Aside from the fact that about one-fourth of our young men were shown to be physically unfit by the draft, one who knows what physical competency really means cannot help but be struck, as he goes about from day to day, by the slouchy carriage, gawky walk, stoop-shouldered and generally physically-faulty appearance of nearly all our boys and girls. It is painful to look at, and it is especially so when one remembers that these things are the accompaniments of and oftentimes the causes of serious physical defects. It would not matter so much if these faults were confined to a comparatively small percentage of our people, but they are not. They are nearly universal. They are a great factor for unhappiness and inefficiency with most of our people throughout their lives.

Now, military training of the right kind—the National Academies kind—if administered young and universally, will nearly obliterate these defects.

No one can doubt this who has seen hundreds of gawky, stoop-shouldered, hollow-chested, shambling boys enter a good military school and come out four years later, nearly everyone erect of carriage, healthful, physically fit and manly and courteous in bearing.

You do not think that such military training could be administered to practically all of our youth? Nor that a corresponding suitable system of training could be given to practically all of our girls? It could and I am going to tell you further on a little bit of how it could be inaugerated and carried on.

If military training (always of the right kind) did no other good than the physical benefits it confers, it would still be well worth while to give it to all of our boys and its corresponding counterpart to all of our girls.

What a splendid physical race would be the result!

But the mental methods of most of our boys and girls are as slip-shod, inefficient and full of laziness and other bad habits as are their physical. The amount of actual training how to reason and think and study is all too small both in the family and in the school. Parents and teachers, for the most part, do not know how themselves. And the general run of them will not until we bring up a generation that does know how a little bit more, and the next more still, and so on. But even this slow remedying of these awfully bad conditions will not be done unless we set about it, and that in the right

way. Of course, there are parents and teachers who do insist that their children and pupils shall study intelligently, speak and write clearly and reason correctly, and who do know how to train their pupils to do these things, too. But the number is all too few—a mere handful as it were. I know of no system of training in which this invaluable instruction is given practically universally, as it should be, except that in vogue at the National Academies and in those schools which follow them closely as models. And I know of very few of these latter that give it universally and successfully except under the direct supervision of a National-Academy graduate.

The mere training of all our young people of the coming generation to think logically, study closely, speak good English and reason correctly would do more to solve the vast political, economic and social questions that are before us and will continue to come up than anything else imaginable. Ours is not only a Government of the people, for the people, by the people, but it is an economic system and a social system of the people, for the people, by the people. Should any stone be left unturned then which will discover to our rising generation the right way? Should we be satisfied until we are giving to every individual of each generation in succession the best of training and all the training necessary for the highest fulfillment of his duties and privileges?

But the greatest result that I can foresee flowing from the practically universal giving of military training in our schools is the moral result. The properly trained military man does not lie. He does not half lie or handle the truth carelessly. His training has been such that he cannot do these things and then go on living with himself. This is the ideal that exists in the National Academies, and the men who go through them are pretty generally and thoroughly impregnated with it. Also it stays with them, for the most part, all of their lives. Sometimes an ineradicable hereditary kink develops and leads one of them astray, but not often. Sometimes the loose, low moral tone of the time and the community causes some of them to forget and fall, but it is seldom. The men who have been through these schools are, for the most part, idealists, and yet living a very practical life of service to their fellow-men and to their country. And it is the training that they have received that has made them such. They have come from the people, and they were and are, at base, just like the people they sprung from—not different at all. Now the point is that a proper adaptation of the same sort of training, administered to all the people when they are young, will produce the same sort of results.

The fact is the moral tone of every one of us is far too low. Do you know anybody about whom some one or more of his neighbors do not tell some story of a "scaly trick"? How many business men do you know who do not engage in

sharp practices? Just how high is the standard of honesty among the various men and women that you know and have dealings with? How many do you know who will at all times voluntarily speak the truth to their own hurt? Just stop and think a minute and tell yourself how many you know who are not cheating or lying or profiteering or doing some other unsocial thing, at least just a little bit.

Now, all of these evil things are, for the most part, the results of training that these people have received—training of the wrong sort. It will not be difficult to pretty nearly eradicate these evils in a few generations if we go about it right—"Catch them young" and teach, teach, teach and train, train, train all of them in the right way. Do not leave any of them out of it. Every one so left out and failing to receive the right kind of training acts as a drag to pull downward the moral tone and life-practices of the others. Just so the almost universally too low moral and business standards that exist today act to drag down, consciously or unconsciously, the standards of teaching of parents and teachers. The result is that both say and do too little about this phase of training our youth; and often, indeed, that instruction which is given is very, very faulty. Sharp practices and near-dishonesties are told and even lauded in some of the text books; and stories abounding in commendation and even praise of these things are current literature of the day. All this shows a mighty unhealthy condition, and, if we are going to try to run a political, economic and social system founded on anything like Justice, we had better set about establishing a higher standard for the moral training of our youth.

This sort of training will surely result in the right kinds of social, economic and political systems; but no great matter what kind of systems the nation may be working under, if the units are receiving in youth training such as this, the result is bound to be pretty good—and if one or more of these systems are wrong or faulty, the people, properly trained while young, will soon right them.

There be many who hold up their hands in "holy horror" and cry that military training in our public schools will lead us right straight into "Militarism"—Prussianism. But it will not. That is, the right kind of military training will not. The Prussian kind of training would, but the Swiss or Australian kind would not. In the German system, the military was always first, the civil a far-behind second; the standing army was big and its officers formed a caste derived almost exclusively from the so-called nobility; the training was given for a period of two or three years, taking up all of the man's time during that period and pounding incessantly into him that

false doctrine that only the soldier, the military man, counted —that the civilian did not amount to much. And most pernicious of all, their doctrine and their training left out all or nearly all of the ethics, the training in morale. On the contrary they taught treachery and lying and baseness of all kinds "for the good of the Fatherland." And they put these things into practice, thinking it was the thing to do. The world taught them some better, and must teach them more yet.

No doubt they thought they were giving their people military training, but they were not. That was not military training, or any kin to it. It was, in its most vital respects, exactly the opposite.

There is danger in military training—very great danger —unless the right kind is given and in the right way. I would oppose with all the power there is in me the introduction of the Prussian system in our country; for I know it would ultimately do to us what it did to them—give us the "big head," and establish caste-distinctions and accentuate the many class distinctions already existing. But that is no reason for condemning a right system of military training—one that would make us better citizens first and better soldiers also, and would go farther toward real democratization than anything else in the world.

Suppose you have an evil man for a neighbor, and suppose he raises peaches and extracts hydrocyanic acid from the pits and uses it to poison his neighbors' stock and even his neighbors' families. Does that furnish any good reason for you to quit raising peaches and making good use of them?

That is about what Germany did with her military system. She built it on a wrong foundation and then she abused it— used it feloniously; but that does not alter the fact that there is much more good in the peach than there is poison in the pit, and that the good can be used and the poison pits thrown away.

So long as this world contains nations that are still barbarians in many respects; so long as some of the nations are tigers and lions and wasps and hyenas and snakes; just so long will other nations have to keep themselves militarily strong, or be wiped out of existence—made slaves of.

The doctrine of turning the other check is mighty good doctrine upon the proper occasion for its use; but when the evil ones get to desecrating the Temple, it is high time to take a cudgel in the hand. And even the most upright nations must continue to do that, too.

There are two and only two ways of becoming and remaining militarily strong:

First, with a big "standing army," with its vast horde of professional soldiers and teachers, taking all able-bodied men

for a period of training of at least one or two years *just at a time when they can least spare the time and the country can ill spare them from civilian life, or—

Second, a system of military training in the schools, such as, but better than, that in Switzerland and Australia, coupled with a comparatively small "standing army," and a comparatively short practice-period for the already trained Reserves each year.

In the first case, we would have to have a standing army of at least a million—probably very soon two millions. There would soon develop a military caste. Monarchy and hereditary nobility would come down on us "like night," and a Prussianistic system would soon seal the grave of our liberties, give us the "swelled head" and make us mad enough also to think that we could and should whip and rule the world.

With the other system the training would be of the right kind, and given at the right time and without interfering with the civilian duties of the recipient, and actually assisting greatly in his general education and training. His training would teach him that the civilian and civilian duties come first and that the soldier, as such, is always subordinate thereto. For there would be no necessity for a great army—three hundred thousand, or at most, five hundred thousand, for a "first line" and only enough extra officers to supervise training would be sufficient. For, back of this standing army, after this system had been in operation for a few years, would be coming into a properly organized, trained and ready Reserve more than four hundred thousand annually. In twenty years, more than eight millions of trained, organized, officered, and with arms and equipments ready to hand, in case of need; but still all primarily civilians, citizens—not thirsting for conquest nor military glory, nor amenable to the beck and call of any tyrant —merely ready and capable of defending their country whenever need should arise and the people themselves, through their representatives, demanded it.

Let us have this system of military training, not the Prussian one.

Let us raise peaches and eat the fruit, throwing away the poisonous pits.

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* Any attempt to train these men sufficiently in two or three or four months, if they have had little or no military training in school, will prove so ineffectual that it would soon be expanded into at least one or, more likely, two years.

7. BUSINESS TRAINING.

The kind of training herein recommended for the youth of our country would be an asset of enormous and incalculable value in the conduct of business. How many business managers now find the work of their associates and employes really efficient? The lack of such efficiency is probably one of the most serious handicaps under which we suffer.

Heretofore such business training as did exist has been, almost exclusively in private hands, and it has been a mere patchwork that has proven sadly lacking. Again the principal reason has been that it was not given systematically and was not begun early enough, and was not given to nearly all. Every man and every woman, when grown-up, would be the better for having had a correct training in at least the rudiments and basic principles of business.

An eminent authority * on this subject says, "The third fundamental is the development of efficiency, in fitting the individual for self-support and effective living. It is not difficult to show that the present system of our schools in this respect could be improved. One example must suffice.

"It has been found that, generally speaking, the average college graduate is able to earn at first not quite as much as a first-class carpenter or brick-layer. It is true that the potential power of the graduate is not expressed by such wages, but while most prove to be of higher value, the fact remains that too many do not.

"And why do not these young men succeed better? Very often because they over-rate the importance of scholarship and under-rate qualities which make for efficiency, such as promptness, persistence, exactness, sense of order, and the like.

"————————These are the qualities especially cultivated by military education.

"Indeed the same qualities are just as valuable to girls, whether they must earn a living or show efficiency in the home circle————————.

"The plan of military training here referred to has already been found to work admirably in Switzerland and Australia.

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* Dr. Lucien Howe, memb. Royal Coll. Surg. Eng., Fel. Royal Soc. Med., Buffalo, N. Y., in the Journal of the Military Service Institution for July-August, 1915.

"By these systems, especially by the one formulated for Australia by Lord Kitchener, the body of the boy and girl is molded while the bones are hardening and the muscles developing. Soldierly methods and habits become a part of the boy's being. Or the girl has the advantages of those methods and habits as they can be modified for her. Later the boy perfects himself as a soldier especially during vacations, and continues to report with his regiment (for short periods of training) until he is old enough to retire.

"Meanwhile he is not obliged to give up home and business for two or three of the most important years of his life, as do the recruits in most European countries. Above all he remains ordinarily a peaceful man—a civilian. But if the nation needs him, in a moment he changes, he is a soldier, trained and ready. Such a plan of military education could be developed here, at least in part, from Federal laws which already exist."

How would you feel Mr. Business Man, if you woke up some morning and found that practically all of your associates and your employes had actually received and assimilated an effective course in physical fitness, mental and moral efficiency, manly or womanly (but unfailing) respect for properly constituted authority, "promptness, persistence, exactness, sense of order, and the like"? Would it not lift a burden from your shoulders? And would not your elation be increased ten-fold if you also found that, in all the other businesses and undertakings with which you come in contact, the same conditions had come to exist? It would, unless you are one of those whose training has been of such a warped and twisted kind that you expect your partner and your employes to be square and honest with you, and at the same time to lie and cheat and steal and engage in all sorts of sharp practices for your benefit. If this latter is your point of view, then the training that you have received is of a very sad kind, and it is time for you to set about helping to establish and put in operation a better system for your children and your children's children.

Another writer in the Journal of the Military Service Institution as far back as 1912 said:

"But I hear an objector say that we theorists do not realize that business honesty in these days, beyond a certain respectable point, is absolutely suicidal to the business, great or small, that indulges in it. That one must beat his competitors at their own game; must fight the devil with fire.

"That is just what I think that I do realize, and the system of training which I propose is intended to raise the moral tone of the youth of the land—of the entire next generation of business men—and all together. I realize that for any one or any hundred men to try to throw off all at once all the sharp practices of business men and present-day competition

would mean to them certain bankruptcy. But by training simultaneously all our youth, a system can be built up in which these same sharp practices and dishonesties could be and would be practically eliminted. If such a system of training were given to our youth for, say, twenty years, the man who engaged in such practices would be the exception rather than the rule. Practices that are today regarded as ordinary business customs would disappear, and the man who attempted to resort to them would be as much taboo and frowned upon as is the horse-thief of today. Twenty years from the time we take up and introduce this system of training for our youth, the merchant who displayed the sign 'Was $25.00; Now $18.99' over a suit of clothes that he had been selling before the 'mark-down' for $17.50 would not have half a dozen customers a day enter his store. Moreover, few could be found who would be willing to cheat or to defraud, even though they knew that they would never be caught at it. Men who have been given such training as that proposed could not get the consent of their own souls to do such a thing."

Do I hear the objector say again, "But you cannot change human nature?" That is an old lie. Yes, you can. It has been done and it is being done every day. How? By training. It has been done in this very matter of honesty and fair-dealing in Iceland until cheating, stealing and fraud are unknown there. And Iceland is not such an easy place to drag a living out of old Mother Earth either.

Everyone of us knows somebody whom we think is "perfectly honest," and he probably is. How did he get that way? By training. No other way on earth. "Human Nature" is more or less nearly a blank in early childhood, and it becomes what it is in the case of each individual exclusively through the training it receives, whether from within itself or (mostly) from the outside. There is no man on earth today, who if he had been taken young enough and systematically and persistently given a certain kind of vicious training—the same kind that many of our country's children are getting today—would not have turned out vicious himself. His "Human Nature" would have been changed—warped, twisted and deformed. Conversely there is no criminal today, barring a few—a comparatively very few—cases of congenital degeneration of intellect and moral sense, who, had he been taken young enough and given just the right system and kind of training would not have developed into a good, honest, upright and useful citizen.

Does it not behoove us then to set about giving such a system of training to all of our youth?

Would you not like to have a set of people who had received such training around you to assist you and be associated with you in your business?

"Let's go!"

8. ECONOMIC TRAINING.

The man with money has been the one who has almost exclusively managed, controlled and "bossed," if you please, our business and economic conditions up to the present time. And he has not done it very well. In fact, he has made quite a mess of it. Sometimes he has done fairly well on the production side—though he has usually been far from efficient in that. But he has fallen down badly indeed upon the distribution problem. Why? Because he was not and is not properly trained, physically, mentally or morally, nor in his own specialty.

And now comes the worker, the laborer, the proletarian and points the finger of scorn at the capitalists' failures and cries "Give me the reins! Let me drive! I alone can do it right!"

He will fail, too, even worse than the other did; for his training has been and is even far less thorough than was that of the capitalist.

Probably our economic safety and salvation—that of the whole world, in fact—lies in a joint and partnership control between Capital and Labor. It must be a system where those most capable of directing are the directors and those most capable of handwork are doing that. And the methods of assignments to these places and the rewards thereof must be just and equitable. But how can these things be? They have not been so under exclusive capitalistic control. Far from it. They would be even much less so under exclusive proletarian control; for which of those who labor only with their hands have had any of the training absolutely necessary for the management and control of great industrial operations?

Neither will joint control, nor any other system of economics ever succeed unless both the brain-workers and the hand-workers have had at least the basic training necessary to make them efficient in their respective spheres. And the basic training for the brain-worker and for the hand-worker needs to be practically the same. It is what each and every one should receive in his school-training in the time of his youth. There should be physical training for everyone, for physical fitness is the first essential for the highest efficiency in any position. There should be mental training for all, too, for there is no job that is not better done by the use upon it of an alert and well-trained mind. Above all, there should be moral training—training that will fix in the mind of the recipient the principles of justice and right and tolerance; the training that will enable him to see the other person's point of view instead of perceiving only what his own prejudice and intolerance present to him; training that will go to the limit in wiping out the almost ineradicable differences that exist between those who direct the work and those who do the work,

between those who work with their brains and those who work with their hands.

And there must be training in discipline. The word carries to many an idea of punishment. That is not what is meant. Of course, military discipline has a special technical meaning. * That is not what I mean, either, though it is somewhat analogous to it. I would say that, Discipline is that quality possessed by efficient human beings which causes each to appreciate and accept without question the duties, powers and limitations of his position (but without precluding the use of legitimate means to better that position) which inspires each with confidence in the efficiency and moral steadfastness of his associates and comrades; and which makes instant and heart-whole compliance with the laws, rules, regulations and directions of properly constituted authority a second nature (but not precluding proper efforts by lawful means to prevent abuse of power or to make proper and lawful efforts to secure changes in laws, rules, regulations and directions that are believed to be wrong or harmful). The obligations of the administrator to administer efficiently and lawfully are fully as great as are those for whom he administers to comply or obey.

Discipline, when real, is as much an attribute of the head-manager as of the humblest worker. It applies to all alike.

And there must be training in "promptness, persistence, exactness, sense of order and the like."

But all these are the things in which, we are proposing to give training to the youth of our land—to all of them, remember.

How would you, Mr. Brain Worker, like to have those who are your hand-working comrades in the work all be men and women who had been trained and brought up under a system like this—whose training had been such that you had the utmost faith in their efficiency and moral steadfastness?

And how would you, Mr. Hand Worker, like to have all those who were directing and supervising the work be men and women who, likewise, had received such a course of training? Would you not be mighty glad to yield instant and heartfelt compliance to the just and lawful rules, regulations and directions of an authority so trained?

If anything on Earth will solve the perplexing and puzzling

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* "Military Discipline is that quality possessed by efficient soldiers which causes each to appreciate and accept without question the powers and limitations of his rank; which inspires each with confidence in the military steadfastness of his comrades, and makes obedience to his lawful superiors a second nature."—**Col. Arthur L. Wagner.**

economic and industrial problems that are upon us, it certainly would be such a system of training for all of our youth.

And these problems must be solved, and solved right, or we shall soon be on the road back to savagery and barbarism —back to a night beside which the "Dark Ages" were as light as the noonday sun.

For forces have already come into being which are too mighty for man in his present low and untrained ethical state. In many cases the facilities for destruction are already too great for the moral resistance he has to offer to using them.

And greater forces still are knocking at our doors—some of them are just about to enter, probably. Heretofore most of our mechanical forces have been obtained from,

a. The use of wind and waterfalls, and,

b. The heat obtained from combustion.

These things are powerful enough for destruction when they get into the hands of an ignorant, vicious and untrained bunch of us humans now, we all know. But what will occur if it should happen that we are still in this low state of mental, and especially moral training when the possibility of using and directing forces a thousand times as big and powerful as any we now know of shall come to us? The late discovery of the disintegration of certain substances heretofore considered to be simple elements, with the accompying release of enormous amounts of energy, certainly fore-shadows such a condition.

What use are we poor, nearly-untrained, low-minded and ethically inefficient human wretches going to make of this power when it does come to us? What uses do we make today of water and fire and lightning? Are all our uses of them good?

I cannot help but echo the prayer of the great scientist who lately outlined the possibility of the coming of this great addition to our available mechanical powers. Pray God it come not until we are ethically and economically ready for it.

And that shall be when we have adopted and put into operation a suitable system of training to make us and our children after us ready.

Let us do that.

9. CIVIC TRAINING.

Mexico is supposed to be a republic. It is not. Why? Because her people lack the training necessary to institute and operate a republic.

Russia started out a while ago to become a republic. She did not because her people lacked the training necessary even to start a republic going.

China is calling herself a republic and is honestly trying to be one; but she is having a very hard time of it, and for the same reason. Her people, too, lack almost entirely the

training that is necessary in any government of the people, for the people, by the people. The Chinaman may succeed for he has been trained through many generations in one of the prime essentials—business integrity. It may pull him through if he submits himself to a course of training that will give him the other essentials.

The Great Republic, the United States of America, has come mighty near going on the rocks once, primarily because in the early days she had failed to so train herself morally and ethically as to see the great crime of the slave-trade, and later to realize the crime of slavery itself.

We have as big civic problems before us today as we have ever had, and more of them are coming up right along. Some of them are going to bump us very hard; and unless we train the rising generation for the tasks that are coming, they are not going to be equal to them. The kind and amount of training that our young people are getting now is not going to suffice for the solution of the big questions that are coming up twenty years and thirty years from now. If the training of all of our people for their civic duties had been half as good and thorough in the last generation as that herein proposed, then we should not now be witnessing the alarming spectacle of one man or set of men continually "rocking the boat." They did not get enough training in doing unto others as they would have others do unto them in the last generation. Neither did they get enough training in telling the truth and abstaining from falsehoods. I do not know whether the big story published in the **Moon** or the diametrically opposite statement published in the **Stars** yesterday was the truth. But I know that they were not both true. These things are matters of frequent occurrence—so frequent that one is forced to the conclusion that our editors have not much real conception of the fact that they are under an obligation to tell the truth—must train themselves to do it, and must do it. It goes along with "freedom of the press."

And editors are a pretty good index to what other men are, too. Editors are not alone in their lying—they are not even pre-eminent in it. They are only just about the average. I do not know whether Mr. Gilbert Goober, the great heat distributer, did this or that or the other or not. But when one high-up official says that he did, and another says just as emphatically that he did not, then I know that there has been something wrong in the moral and ethical training of at least one of these politicians. This kind of thing would not mean anything and would not matter much if it only occurred occasionally; but it happens far too often. It makes us lose faith in our politicians and in our statesmen—yes, even in our fellowmen.

I do not know whether government operation of railroads would be a good thing or not, if it were given a fair trial

under normal conditions. I do not know enough about the subject to be able to decide the question in my own mind. And I hope I shall never be one to go about making "half-baked" decisions. That is one of the things that untrained people are very fond of doing.

But I do know that it is not right to run the railroads on "the-public-be-damned" plan when the government is operating them. I have seen that being done, and apparently the high railroad officials who instigated it and caused it to be done had no other object in doing so than just to discredit and make unpopular government operation.

I know that the railroad officials who did this had not been trained to "play fair", nor to "fight fair" in their youth. And a pretty extensive observation proves to me that they were all in on it. Let us inaugurate a system that will train the rising generation not to do things like that. No use to try to teach these oldsters better. We must "catch 'em young."

The same thing applies to operatives who, after the return of the railroads to their owners, seem to have run and operated them as inefficiently as possible in order to force them to be again taken over by the General Government. Their early training, too, has been faulty or lacking.

The amount of civic advancement that would be made by a thoroughly trained population is almost inconceivable.

The proper physical training of all of our young people would add much to the civic efficiency of our people, as it would to all other kinds of efficiency.

Their proper, complete and universal mental training would add even more to our civic efficiency.

But the greatest benefit of all would come from the training in moral and ethical principles.

There are vast fields of civic benefits, ripe for the sickle, that we cannot—dare not—try to reap now because of our too low general moral tone. Because our standard of right and wrong is not high enough to risk our trying to do some of these things. We do not dare trust each other about them.

For example, there is no doubt that certain forms of criminality are hereditarily transmissible. Now, the ethical standard of men in the medical profession is probably as high as that of any other calling in the world. But is that standard high enough at present to justify society in giving to the doctors the power to say what persons are such criminals that they should be sterilized in order to prevent the birth of congenital criminals into the world? It ought to be, but is it? No, and it will not be until a thorough system of moral and ethical training is given to every child from his youth up.

Again many persons are so afflicted with diseases or deformities of body or brain that they should not become parents. Indeed, the whole subject of Eugenics is fraught with great possibilities for benefit to the human race. But the

difficulty is that, in our present state of low moral tone, we have not doctors or anybody else whom we are willing to trust with the powers that are necessarily involved. If we knew that capable decisions would be made honestly, we would, most of us, probably be in favor of putting into operation the simpler and better-known principles of Eugenics, Birth-Control, etc. But we have not faith enough in the moral and ethical steadfastness of our comrades. And we have reason for it. We know that, as a whole, they have not received the training in these things in their youth necessary to bring them up to that high standard. Let us now begin so to train our youth that a future generation will be capable of grappling with these big questions.

10. SPECIAL TRAINING.

Great progress has been made in various phases of special training already; and, in general, it is probably as far advanced in our country as anywhere else in the world. In many respects we stand at the top. And yet, as in the matter of general training, we are far, far below where we ought to be and where we must attain, if we are to reach our highest possible plane of efficiency.

Every defective, as well as every normal person, should be so trained as to bring out the very best there is in him.

And every person should be a specialist in his own particular line. There should be no "unskilled workers," not even among those engaged in the humblest occupations.

It does not pay either the individual or the nation to have in it workers who are unskilled in the particular jobs upon which they are engaged.

And, as in the case of all other training, the basic elements must be given while the one to be trained is still young. It is very hard for one to learn how to learn after he gets old.

Our system should therefore include special provisions for the training of:

a. **Defectives.**

In every community, due to one cause or another, there are children born who are either mentally, morally or physically defective. Others become defective through accident, sickness or neglect after birth.

Many of these defects can be improved or even removed by a systematic and continued system of proper training. Indeed, there are few defective children but could be so trained as to make of them valuable and useful citizens, and thereby bring into their lives great happiness. They are entitled to this training and to the power for usefulness and the resulting happiness that it would bring them; it is not their fault that they labor under a handicap in the world.

And, for the most part, this special training for defectives must be given by the state. Only specialists who have made a profound study of these subjects can administer it efficiently. Very few parents are able financially to employ such specialists, and even if they were, it would be a great economic waste to employ them for separate individuals. But the training—appropriate training—should be given to all. None should be left out—at least, none whose life could be made bigger and broader by the training.

Yes, we have schools and institutions for the training of defectives—both public and private institutions. But there are not enough of them or, at least, their capacity is not big enough and the training given is mostly too meagre in quantity and too poor in quality. Why? For the most part, because of parsimony—a niggardly and wasteful so-called economy in the public institutions; because of exploitation and excess profit-taking in the private institutions. The state should supply efficient and ample training, and no such "graft" or profiteering should be permitted to exist. . .

This problem of training our defectives requires vastly more study and attention than we have ever given to it. It is a complex thing. But it can be solved, and we must do it. Any neglect of a thing like that debases the tone of our own moral steadfastness and lowers the standard of true living in every one of us, besides being a great wrong and injustice to the neglected ones. Every mental, moral and physical incompetent, whose affliction could have been removed or benefitted by training, and has not been, is, partly, your fault and mine. There are obligations as well as benefits that go along with living in a country "of the people, for the people, by the people."

I wish to call especial attention to our poor training and lack of training of our moral defectives. I doubt if there would be many if they were given a thorough system of the right kind of training from their early youth up, especially if their parents before them had been given such training as would fit them to give the right kind or parental training to their children. But we do have them, and they are numerous, and the fact that we do not handle them right nor train them right is fully evidenced by the vast number of criminals and the still greater number of the "underworld" characters that our system turns out. Let us put some bright minds to work on this vital problem and solve it.

One of the greatest blessings that a really efficient system of training, such as herein proposed, will bring to us will be the decrease and ultimately the almost practical cessation of having persons born into the world mentally or morally or physically unfit. But, as previously stated, we are not ready to give to anybody the authority to exercise such powers.

We are not as yet morally up to the standard of being capable of exercising such powers wisely and justly. And we shall not be until we have had long years of training—perhaps for generations. But the time will come.

I hope to get great pleasure from coming back here and taking a peep at this human race a few generations after this system of training and the higher and better systems that shall be evolved therefrom are put into operation. The strides made in the material and mechanical world, vast as they are and vaster still as they are going to be, will look mighty small beside what humanity itself is going to train itself into doing and being. Do you help.

b. **Specialists.**

We have not enough schools and institutions for the training of specialists. We have not nearly enough pupils in those that we do have. And the curricula of those that we do have fall short in many of the foremost essentials.

As previously stated, every one should be a trained specialist in the work upon which he is engaged.

Training in the greatest specialty of all—parenthood—is in a very low state. It may be that the United States excel all other countries in this, as they do in many other things. But even so, that does not alter the fact that training in preparation for parenthood is far and away below a reasonably good standard of efficiency. Mighty little systematic and efficient training in this important subject is given; and much of that which is given is faulty and full of errors. For this, children suffer, and the rising generation, in their turn, do not know how to be good parents.

A large part of the training of every child, both at home and in school, ought to look to the making of it possible for him or her to be a good parent.

Of course, this cannot be done in the home if the parents themselves do not know how, because they have received no such training. The profession of being a good parent is not wholly instinctive; but, on the contrary, is capable of high development by training.

And equally, of course, the child cannot receive that part of this training which should be given in school if the teacher is unfamiliar with it. And how shall the teacher know it and give it if he has not received training therein?

I know that there be many who seem to believe that "Good Morals and Gentle Manners" are instinctive in some and instinctively absent in others. It is not so. These are the things which are at the foundation of the capacity for good and efficient parenthood; and they come mostly through training—early training.

To give really efficient sanitation and proper medical attention to all of our people would probably require fully twice

as many doctors and dentists, many more hospitals and a great many more trained nurses than we have.

That the curricula and training given by many of the medical institutions are much below par is evidenced by the number of quacks and charlatans that we have practicing and profiteering upon the ignorance, superstitions, afflictions and fears of our people.

I shall have something to say later on about the cost of operating this proposed system of training. But I want to hazard the opinion right here that, great as the expense of it will be—and it will be enormous—the saving that will be made to our people by training them to weigh correctly the true values of patent medicines, and worthless nostrums, and thus eliminating most, if not all of them, will be far more than the whole system is going to cost us.

The beneficial results in the increase of efficient medical practitioners, in the establishment of efficacious sanitary conditions, the operation of a proper hospital system, and the training and employment of a large enough number of well-qualified nurses will be beyond calculation.

If this system did nothing more than train our people in a correct general knowledge of these things it would pay for itself ten times over.

There are about seven million farmers in the United States. How many of them have had a special course of training in agriculture? Seven millions ought to have had; for it is one of the most complex and technical vocations in the world. Possibly one in three hundred has had such a course of training or, at least, a part of it; but I doubt if the proportion is that great. It is proposed in this system to train everyone in the basic principles of this subject, and to place a complete course of training in it within the reach of practically all who are going to engage in it, and to make the inducements so great and the advantages so evident that, ultimately, practically all of them will take it, too.

We have a little pinched and scrawny system of special training for teachers. We have capacity for training about one-tenth as many as we ought to have. And of those we do train, a very few are given anything like a full and complete course of training. Probably our curricula in these institutions are as faulty as in any other profession.

But the proposed system would correct all that and at the same time train all our people to such an appreciation of the value of efficient and well-trained teachers that we should no longer be willing to see them getting less than a living wage, and begging vainly for a just compensation.

And so the story goes on. Many of the most important professions and occupations are not receiving any special training at all. All should be. It is only lately that we have be-

gun to give any special training, even to journalists. As yet very few are receiving it; and one of the most important and, indeed, essential things to a proper curriculum in that subject seems to have been almost entirely forgotten and omitted.

This system proposes to foster the training of every person in his specialty and to make the greatest practicable number efficient therein. Would not that be a thing worth while? Are you going to help to do it? Of course, you are not if you are too lazy or too indifferent or too careless to give the subject any thought. And especially are you not if you are one of those engaged in the business of patent medicine or quackery or shystery or in any other that is going to be killed by it. But even then it would be better for you—poor short-sighted, benighted being that you are!—if you could only see it.

But I have heard it objected that such a system would foster an aristocracy. Yes, it would. But not an objectionable, hereditary, incompetent and immoral aristocracy. It would be an aristocracy of high morale, competency and efficiency, chosen to their places, as should be all leaders, directors, managers, teachers and trainers, for their especial fitness for their positions, and for no other reason. May God give us such an aristocracy, and teach us how to appreciate it! Like our country and our government, its members would be "of the people, for the people, by the people." And its ranks would be open to every person who had the pluck, ability, industry and other desirable qualities necessary to attain it. The Aristocracy of Righteousness and Efficiency!

CHAPTER III.

SKETCH OF TRAINING AND EDUCATIONAL CONDITIONS AS THEY ARE AND AS THEY SHOULD BE.

A large caravan was making its way across a vast and sunbaked desert plain. Water was scarce, and for what there was they fought each other and killed, and some even drank the blood of the slain. But there were some among them who knew that, notwithstanding the desert condition of the surface, ground-water only a few feet down existed in great plenty—amply enough for all; and that by a few minutes of digging at camp every night each one could have all he needed. For all carried spades and shovels upon their wagons and pack-animals. Also, some knew that by varying the route a few miles to the right, the journey could be made along the foot-hills of the mountains where cool and delicious streams were continuously flowing. But the people of this caravan were hard-heads and refused to listen to those who knew, making excuses. They could not spare the hour it would take to dig, for they wanted to hurry on across. Most of them did not believe the water was there, anyhow, though they saw daily some who did dig and who found the water and were so refreshed that they were able to push on all the faster. And as to the road to the right, they did not believe much in that either, and if it was there, it was probably a hilly road and passed through forests and jungles full of unknown dangers. This, though they often caught glimpses of some who had taken that road and who seemed very happy in their journey along it.

So, these hard-heads kept on in their desert way and even refused the wealth of water that lay under their very feet; and many of them perished miserably, while those who did survive engaged in such crimes and witnessed such scenes as made black and ineradicable spots in their whole after lives.

What do you think of them? Fools, were they not?

Just so are we humans who are neglecting to dig a little into the mental reservoirs which the Almighty has given to every one of us—neglecting to train the mentalities of each. And just so again are we humans who are refusing to turn to the right and travel the pleasantly-shaded, well-watered road along the foot-hills, neglecting to give ourselves and each other the moral training of which each and every one is capable, and which makes so greatly for the highest human happiness.

A colony in a new land had settlel upon some bleak and barren hill-sides and had been digging out a bare living, sometimes suffering even the pangs of starvation until many of them died therefrom, and many others were so hard-put to live at all that murder and robbery of even the few things they did possess had become a very common thing. And then came someone who had been exploring some caves in near-by hills and told of rich and inexhaustible deposits of guano to be had at comparatively small expenditure of labor, and which would make their barren hill-sides produce abundantly. And some of these had already used this fertilizer upon their lands and had glorious crops to show therefor. And also came others who had been exploring in valleys below and to the East, and told of rich, black and wholly unoccupied soil in great abundance for all, and that, too, only a short journey away. And they, too, showed some of the products that they had been able to raise in the short time they were there. They were wonderful, almost past belief.

But these people on the hill-sides were tired and run down and discouraged, and few felt able to go and get the fertilizer and fewer still to journey to the fertile valleys; nor would they let even their children go to visit these places and learn the truth about them, though some of the users of the fertilizer and some of the valleyites offered to take both parents and children freely to see and learn. Those people went on, for the most part, living their lean and low-standard life. And they were involved deeply in murders and robberies, many perishing from want and needless disease while the survivors among them had their lives deeply embittered almost beyond belief or endurance.

What about these?

Why, they are just like we humans will be if we continue to refuse to bring into all of our lives the fertilizer of mental training and continue to make our poor little excuses for not going to abide in the fertile valleys of moral training.

We oldsters, tired and worn-out and enervated as we are, cannot hope to make much progress; still even we ought to do all we can. We shall find it will be enough to far more than repay us, and we may train ourselves and each other enough to give us a little clearer insight into what we can and should do for the children. If we do that, we shall have achieved a great victory.

A long time ago a large party of emigrants and explorers of both sexes and all ages found themselves shut in by winter in the frozen North Country. Fuel was scarce and many were actually freezing to death; for the trees of that country were few and far-between and had only a stunted growth. Such wood as was to be had was often a subject of bitter contention, frequently going to the point of robbery and sometimes even causing murders. And it was dark, too, as well as cold.

These were not such bad people; but physical, moral and mental demoralization had shaken them to the core.

Then came some of them and showed to the others some jet-black rocks, and told a strange tale. They had, they said, built a little furnace or fire-place of these black rocks in order to set their pots thereon and conserve fuel and, behold, the furnace itself had been consumed and had produced great heat. Also, there was abundance of these rocks to be had only by going a little way and gathering them up below a seam of such rocks where they had lately fallen from the hill-side. These declared that they had gathered much of the rocks, and were ready to show that they were deriving great comfort from their heat.

About the same time came others and told of a strange spring, or seep that they had found in the hill-side over against the South bank of the river. One had accidently dropped a burning wick in a pocket at this spring and, instantly, it had flared up and given much light. They had found a channel in which there was quite a flow from the spring—enough for all. So, now it would be an easy matter for all to have plenty of light; and gloom would be dispelled from their camp.

One would think there would have been great rejoicing and much haste to make use of these things. But most of them declared that it was absurd to think of such a thing as burning stones and getting heat therefrom, especially black stones. Why, everybody knew that the only things that burned were whitish things like wood. And as for finding an oil that would burn and give light, flowing out of the earth, any fool knew that could not be. The only oils that would so burn were good old whale-oil and bear-oil. Really, it was wicked to try to go against God and nature in ways like that. And so, most of them sat themselves down in cold and gloom and darkness, and many of them perished miserably although some were burning black rocks for heat and earth-oil for light in their very midst and were getting along right well. But even these were greatly indurated and saddened by the sights and scenes they were compelled to witness about them. Some of them took of the strange new fuel they called "stone coals" and of the strange new illuminant they called "coal oil" to friends and other sufferers; but the robbers who did not want the camp lighted up, caught these and killed them.

Most of those who burned the "coals" and the "coal oil" lived through the winter as did some few of the others. But when the tale was told in after years "back in civilization," after the use of these things had become general, it could not be believed that any people could have been so foolish as to do as most of that band had done.

Just so, a few years after we have established a real system of physical, mental and moral training for all of our young, it will be unbelievable that human beings, all endowed

with reason, would or could ever have tolerated such an inefficiency and lack of system in the training of ourselves and each other, and especially in the training of our young, as that under which we now drag along.

And let us not forget that no good things can be had nor enjoyed very fully without the healthful conditions that come from physical training, also. So, though we have both the other two—mental and moral training—and do not have the physical, we shall still remain incompetents and inefficients.

Let us see what some of our present conditions are, and try to get a little illuminating peep into what training conditions for this reason-endowed (but mostly unreasoning, because as yet mostly untrained to reason) race we call humanity, ought to be.

1. IN INDUSTRY.

The newspapers said yesterday that in one week more all the Maintenance of Way and Shop Operatives on all the railroads in the United States (some three hundred thousand) are going on "strike," and thus tie up all transportation systems. At the beginning of the winter of 1919, a great coal "strike" practically paralyzed all of the industries of the entire country, and if it had continued but little longer, the suffering and deaths from cold and hunger would have been beyond compute. Not long before that a great steel "strike," either directly or indirectly, put everyone in the whole country to great inconvenience and expense, and that, too, came near disrupting all industries and occupations throughout the land. Things like this, both local and general, are continually coming up and keeping us all hovering and shuddering more or less near to the brink of an abyss—making life a very night-mare. Why? Simply because we are not training and using the physical and mental qualities and moral perceptions that the good God has given us. There is not one of these industrial questions that is not capable of receiving a permanent, equitable and satisfactory solution, if we will all only put brains enough into it and temper our passions and greeds and prejudices with a big enough lump of the leaven of moral sense and a reasonable appreciation of the other man's point of view. Then why do we not do these things, if they be so easy and would accomplish such enormously beneficial results? Simply because we have not been trained while young, nor have we trained ourselves since, to any considerable extent, to reason correctly, think logically, work and exercise systematically and weigh each question that arises ethically and equitably instead of only immediately-selfishly.

I am now proposing to you that we set in operation a system of training for the youth of our land, including every one

of them, leaving out none, that will remedy these bad conditions as rapidly as possible. Then we shall be ready to proceed to other and greater advancements. Even then the millennium will not have come by a great deal.

In a word, the reason why industrial conditions are in such a state of chaos throughout the world is because very few on either side of the contest have learned how to reason rationally or to decide things equitably in their own minds. These fundamental errors are not confined to any one class or creed. They exist in all, and are too nearly universal. They do vary in degree among different peoples and communities, and the proportions almost exactly parallel the training and the enlightenment (or lack of these) among the different peoples. The only way to rectify this is to train the children while they are young. The wise man's saying is still true, "Train up a child in the way that he should go, and when he is old he will not depart from it."

Let us look for a moment at conditions in our biggest industry—agriculture. They are better than they were; but they are still very bad; and the "standard of living" among farmers is much too low. Whatever industry a man engages in, he should be well equipped, both mentally and materially, for his job. Very few farmers have had any special mental training for the most technical occupation in the world—their own. And how many really thoroughly equipped farms—equipped materially as the successful manufacturer equips his plant—have you ever seen? They are sadly few and far apart. And as to the personal comforts of the farmer and his family, what percentage of those you know live in a comfortably-heated house? What proportion of them have even the common decencies of a bath-room and a sanitary toilet? And what percentage of the farmers own the farms they cultivate, and what percentage are renters? Statement has been made lately by a high authority that in three great western states the renters number fully one-half.

Even in many cases where the farmer has done so well that he has been able to afford an automobile to be used, in part, for pleasure, and could have had others of the needed equipments for his farm and the comforts of life, he has been so long without these things that he does not even realize that he and his farm and family need them.

Why are these things so in regard to the farmer? Because we have had such poor training and such little training in equity and ethics that we cannot even contemplate giving the farmer a square deal. And because the farmer has had so little technical training for his job, and so little margin above a bare living with which to equip his farm; and because he has lacked the mental training to enable him to know what equipment and comforts he really should have; and because he

has lacked the communication and transportation facilities and the moral training to enable him to stick to his fellows.

Let us then put due emphasis in our system of training upon that to be given to all children about farming. And let us see that our farmer is trained fully and completely—not one-sidedly. For, thanks to improved facilities in transportation and communication, he is rapidly learning the power in combination and team-work with his fellows. And if we do not teach the rising generation of farmers the principles of ethics and equity along with the other things, may the Good Lord help us! For, without that training, when he comes into his real power, he will, doubtless, be fully as tyrannical to the rest of the world as the rest have been to him. Suppose our seven million farmers went on "strike." What do you think would become of us? And they may do it some day, if we do not train ourselves to treat them right, and train them also to know the Right and do the Right.

We might take up industry after industry, and we should invariably find that each one of them is far below what it should be in both efficiency and moral practices, almost entirely due to lack of proper early training of those engaged in that industry.

The remedy for all these things lies in our own hands. And it is simple, O, so simple! Train the young. Are we a race endowed with reason? Then shall we take up this thing, or merely plod along through the desert?

And no matter what you may think is the good and proper solution to our great industrial problems—whether it be a continuation of the old wage-system unchanged; or a system of profit-sharing; or a system of joint management; or of a combination of these last two; or whether it be state socialism, or some such modification thereof as that which Mr. Edward Bellamy called Nationalism; or whether it be Bolshevism, with all the power and direction (ostensibly) held by those who work with their hands and for themselves alone; or Syndicalism, where each industry is a unit within itself and again all power and direction (again ostensibly) lies in the hands of the workers; or whether it be your opinion that plain Anarchy, where everybody does everything that he wants to do and nothing that he does not want to do, without let or hindrance and without regard to the desires, comforts or well-being of anyone else, is the correct solution—you may depend upon one thing as certain. Not one of these solutions (nor any other, for that matter) nor any combination of them has any chance whatever to succeed unless backed up by a thorough and efficient physical and mental and moral training of all of the workers of every class (both physical and mental) in all industries.

And let us not forget that training, in order to be thorough and efficient must be begun early and given mostly in youth.

Come, let us no longer wander in the desert athirst, refusing to dig a little for the abundance of water underneath our very feet, and refusing stolidly to journey a few miles to the right, and travel the pleasant, well-watered road along the foot-hills. Let us no longer scorn the fertilizer to be had by a little effort, that will make our almost barren fields to blossom like the rose, or delay to move to the fertile and happy valleys awaiting us just a few hours' journey away. Let us no longer fail to use the means for comfort and light that the Maker has placed within reach of every one of us!

Let us train, train, train aright!

2. IN BUSINESS.

All legitimate business is itself a branch of industry; and all that has been set down about that applies with equal force to this subject. But there are some special phases of business that deserve particular attention.

The physical condition of many of those who are engaged in business is deplorable. In general they do not take sufficient exercise and do not play enough or play beneficially. Why? Because they do not have time enough? Not so much that; for most, if not all, have time in plenty for sufficient exercise and a whole lot of play every day. It is mostly because they have not been trained to divide up their time systematically and, more still, they have not been trained in youth to know how to exercise and how to play effectively. They do not know that the chief secret in physical well-being consists in working hard when you work and playing hard when you play, and doing a liberal amount of both work and play.

These are but a few of the desirable things that military training of the right kind will teach our children. Let us set about giving it to all of our boys, and its proper complementary system to all of our girls. When we do that the puny, weakly, debilitated, sickly-looking man and woman of business will no longer be conspicuous in our business world, nor anywhere else.

What about the mental standards in the world of business? How big a proportion of those you know and do business with are mentally well-trained and efficient even in their own line? What makes the demand for real business efficiency so much greater than the supply? Lack of training. Nothing more and nothing less. Too many of our youth quit school at the end of the grades, or even before, to go into business to make money. They do not realize what they are missing and, in most cases, do not learn to begin to realize it until it is too late. This should not be permitted. It is too much like giving the baby the candle-flame to play with because it wants it.

The belief that so many hold and proclaim that the college training, and even the high-school course, is not really of much assistance in fitting one for business is not entirely without some foundation, as the college and high-school curricula are administered today. In many matters they are not practical; and many things are omitted that should be included, or substituted for others not so necessary. But even as things are now the high school course and the college course, too, would really be of great benefit to most men engaged in business who have not had them.

The remedy for these things? The system herein proposed will ultimately reach the point where practically every boy and girl will complete at least a high-school course, and with curricula in both high-school and college vastly more practical and beneficial than any we have today. Will it not be a time worth-while living in when the customer, the employer, one's business associates and the general public all know that every man and woman engaged in business in any capacity have received in youth a course of training certain to make them capable, honest and efficient?

Sharp practices and cheating and "profiteering" and lying are the common order of the day in business everywhere I know about, except in Iceland. You know this is so. Your own experience has proved it to you, and at your cost many times. Indeed, so nearly universal are these things that some people (perhaps most people) think they are an unchangeable part of "human nature." That is not so, for there are some in every land who do not do business in that way; and we are told that in Iceland the whole population has so trained itself in these matters that none of them do.

Business steadfastness, reliability and honesty are merely a matter of training. Let us remember this and forget that stinking old motto—that cover-all for sharp-practices, dishonesty and cheating—"Business is business."

None of us, and probably none of our children, even to the forty-second generation, will ever live long enough to see the evil practices entirely eliminated, just as no human laws have ever been able entirely to eliminate murders and other crimes. But these have been reduced greatly; and so also shall the business morals of our people be raised to a high standard when we take the matter up in their youth and train them all to it. It is a demonstrable fact that practically every boy and girl can be so trained from birth on up to man-hood or woman-hood that business honesty and integrity and square-dealing will be inherent in them—so deeply planted that they cannot get away from them. The system herein proposed will not do this all at once. The other thing has gotten too big a hold upon us; but it will be a long step in that direction and, if persisted in faithfully, will ultimately lead us to the goal.

A splendid and successful young lawyer of my acquaintance said banteringly to his old military instructor in my presence one day, "Captain, you have caused me to lose thousands of dollars with that 'square deal stuff' you used to pound into us.

"People come here into my office and tell me their tales, and in many cases I see plainly, either that they have no case and tell them so, or I perceive just as clearly that it is all due to misunderstanding and that a satisfactory compromise could be arranged without going into court, and I set about arranging that. In either case I miss a fat fee. Are you sure that it was really good training for a lawyer?"

"Yes," answered the Captain, "I am," and he went out with his head held high.

Again let me ask, how would you like to know that all the people with whom you have business dealings were square and honest and that you could depend upon what they said? It would lift a great load from your life, would it not?

Then let us get busy and institute a system of training that will bring us as near to this delightful ideal as it is possible for human beings, with their thousands of generations of doing mostly otherwise, to get.

Come on, when we are hemmed in by winter and have available "stone-coal" for heat and "coal-oil" for light, let us make use of them and hope thereby to survive the bitter season, and then to reach a place where we shall be able to develop nice, clean electricity from natural water-power, enough to supply us—all of us—with both warmth and light.

Even that will not be the ultimate. There will be great things beyond. Such, perhaps, as the utilization of forces still now almost or quite undiscovered. And these steps that we are to take and are taking in training will lead to corresponding further steps and greater heights in the steadfastness, integrity and moral advancement of the race. These things are capable of expansion beyond the power of the mind of Man to conceive at present.

3. IN POLITICS.

Politics, especially in a republic, ought to be the cleanest, squarest and most ethical calling in the world. Instead, it has been so much the opposite that the very term has become a hissing and a by-word. To call a man a politician is to offer him a deep insult. Men who would scorn to lie about anything else, habitually make up the most awful lies and lying insinuations about their political opponents, and spread them unblushing and un-ashamed. And we people are all so used to it that we do not think or care much about it. To say of a lie that was told or of a false and evil rumor that was spread that the thing was done in a political contest seems to

be sufficiently satisfying to the most of us—it is the thing which is to be expected.

But some will say, "The political opponents are not lying about each other or, at least, not much; they are merely expressing honest opinions." But when a man tells a thing for a positive fact which he does not in reality know to be a fact, that man's moral character is that of a liar. The same is true of newspapers. And when one man tells a thing for a fact, and another tells a thing so diametrically opposite that they cannot possibly both be true, then one or the other of these two men has lied. And this holds also for newspapers and the press in general.

These conditions are so frequent that in political controversies they are the rule rather than the exception. Neither are they confined to any particular creed or party. They all do it. That is what makes it so sad.

The great harmful effect of dragging down the government's officials into the mire—causing the people to lose confidence and faith in their officials and in each other—seems scarcely to be appreciated. In many cases the direct result of this itself is a low moral standard among the nation's servants. How can a man serve well a people, nearly half of whom have been calling him and thinking of him as a blackguard, a thief, a liar and a scoundrel? In many cases the office-holder is one who is not strong enough to resist the temptations that beset him; for he says to himself, "They will think this or some other evil of me anyhow; so I might just as well 'get mine while the getting is good.' " Many fall thus who otherwise would not do so.

One of the prime essentials of operating a republic is that the people have faith in the steadfastness, honesty and integrity of their officials. And we are helping to undermine this Great Republic every day that we allow this direful state of affairs to continue in our politics, if there is any possible way to check and remedy it. This republic has survived thus far, not because of the mud-slinging proclivities of the politicians, but in spite thereof. It is said that controversy, opposition and resulting debates and discussions have been a principal means of giving to us the solution of most of the great political questions that we have so far solved. That is true; and it will continue to be true in even greater degree if we can only make our discussions and differences of opinion honest—if we can and only will learn to "play the game square." There may be something in every human that tends to make him take an unfair advantage of the other fellow but it can be trained out of him; for there is also something that makes him feel mighty good within himself whenever he has consciously succeeded in conquering this tendency—whenever he has brought himself to give the other fellow the "square deal."

The contest in which lying and chicanery are principal

weapons on both sides does not and cannot give us as good a solution to any problem as would be had if they were not used.

I repeat, we, you and I, are helping to undermine this Great Republic every day that we allow this direful state of affairs to continue in our politics if there is any possible way to check and remedy it. But there is such a way. Simply so train our youth that when they are grown-up they cannot make themselves get up on the political platform and lie about their opponents and slander them. The system of training which I am attempting to set before you now will do that if worked out properly, inaugerated promptly (before it is too late) and fostered and administered with care.

We must train our people while they are still young, first to learn to gather up all the facts in a case, then to take all of them into consideration, giving to each its due weight, not only from his own point of view, but also from the standpoint of all others interested.

As our people are now trained, or rather suffer from lack of training, too many can see only one side of a question.

The habit of forming an opinion from prejudice or self-interest only, and without taking into account or digesting all the data is all to prevalent.

With too many of us the mere statement, "I believe so-and-so", without any adequate reasons back of it, is the mainspring of our lives and actions. That attitude is beneath the dignity and unworthy of the mental and moral capacities and powers of reasoning beings. How shall we escape? Train our children out of it.

What should one do when one has not had time or opportunity to investigate all facts—for life is too short for any one man to form an independent opinion about all, or even a great many? Answer: investigate all you can and, for the rest, take your cue from experts—honest and earnest investigators. This is manifestly impossible if many of the investigators themselves are and are known or even believed to be neither honest nor sincere—if we have not faith in their mental or moral steadfastness. How then shall we secure honest experts, and how have faith in their ability, honesty and steadfastness? Answer: train every one of them in these things from their youth up. The system herein proposed will do that.

"No use to try it, you cannot change Human Nature. Some people will continue to do these evil things in spite of all you can do, and it cannot be helped." No, then there is equally no use to make laws against murder and thievery, nor to try to establish customs and conventions against immorality of any kind; for some people will continue to do these things. By the same process of reasoning, there is no use to build good roads, for some roads will always be bad. No use!

One of the principal objections to granting the privileges of citizenship to women has been that "Politics" are so dirty

that it would lower women to get mixed up in them. And it will, too, if "Politics" remain what they are. Women are in now and, if we men love the sanctity and purity of our women, we had better set about amending "Politics". And if our women value these things themselves, as we all know they do, it behooves them also to put the shoulder to the wheel and help shove the miring political cart out of the mud.

If anyone knows of a better way to do this than to train all of our young in morality, uprightness and integrity, let him or her set it forth. But whatever you do, do something about it. The question is one of the vital ones.

Physical training, too, when given to all our youths, will be a much greater factor in clean and efficient politics than we can now realize. Not only does proper physical training give alertness and capacity to the mind, but it keeps the body fit, even late in life; and if the habit is early formed, it will continue in most cases throughout life. Who has not seen and been disgusted at the sleek fatness and physical unfitness the bodies of so many of our politicians present? Certainly the figure and appearance of most of them are not such as to inspire confidence in their moral steadfastness or mental alertness.

But a system is here proposed whereby every child shall receive throughout his youth as nearly as practicable the proper amount of the right kinds of physical exercise and training. Are you for it or against it? Or do you want to see us just continue to drag along, as we are doing, with some few receiving the proper physical training, and a few others receiving too much and too hard training, to their great hurt; while the great majority have little or no attention paid to theirs, either at home or at school? No nation nor state nor community has ever given correct and proper physical training to even nearly all of their children—not even the ancient Greeks. But we can do it if we will, and when we do, it will make of us a nation such as the world has never seen nor dreamed of before. In those days even politicians will not be nearly so devoid of lines of physical strength and beauty and grace, and of the mental and moral qualities that accompany these things.

Life is going to be a mighty glorious thing for the people who will live in those days. It is even glorious now in the hope and prospect that such things shall be.

Come! Let's "carry on."

4. IN SCHOOLS.

The free public school is the Foundation-Stone of the Great Republic of the United States of America. Whatever we are and whatever we have achieved have been due principally to the training our children have received in our public-schools. And whatever we shall do in the future—whatever right advances we shall make will depend upon the same—our grade schools, our high schools and our collegiate schools. Just in proportion as these are excellent, so shall we excel; and just in proportion as the character and efficiency of these are low, so shall we fall below what we ought to be and fail where we ought to succeed.

I heard my mother telling one of my little nephews one day that if that boy of hers (meaning myself) had his way about it, he would give to every boy and girl in the United States a complete and thorough education—a West Point education. And that was and is true; and her putting the thought into words has been a great incentive to me in this, my work. She has been gone now these many years; but wherever this plan of mine is set forth, I would wish this told in remembrance of her, and as an incentive to others to help the work along.

Let us look a little into the number who are receiving training in our schools, and the number who ought to be; the kinds of training being given, and the kinds that ought to be; and the standards of the training now given and what they ought to be.

a. Number Receiving Training.

The number of children of "school age" (between six and twenty) in the United States in 1910 is given as about twenty-seven and a half millions. There are more now. Practically every one of these should be receiving training in the schools. Whenever one of them is not he is preparing for a life far below his capabilities and his just deserts in usefulness and happiness. And, worse still, he is preparing to become a burden of some sort (and likely a very serious burden) upon his fellow-citizens. The child that is not receiving proper and efficient training and education is the greatest menace to the republic.

The exact number of these is not known, but they are legion. An idea can be formed from the fact that the draft records show that, of approximately four million young men who entered the service, about one-fourth were so untaught as to necessitate their being classed as having less education than is customarily found in those who have completed the eighth grade. And a large percentage of these were found to be absolutely illiterate.

The census of 1910 gives the number of illiterates over

ten years old in the United States as 5,516,163; and the proportion has probably not lessened since, for we seem to have gone backwards in many respects in the matter of our schools.

The 1910 census also shows that there were 2,273,603 illiterate males of voting age. Is it not really a wonder that we are able to maintain the republic, even for a single year? I wish to emphasize the fact that this condition of affairs educational is a menace to us and to our institutions—the greatest menace that confronts us today.

How shall we meet it? Certainly we ought to do all we can to instruct and educate these illiterate ones. Night schools, special schools for foreigners and others should be instituted and carried on as well as can be done, of course. But at best this work will be able to reach only a comparative few of the uneducated grown-ups. Meanwhile illierate children are growing up as before and, unless we remedy that, the next generation will be confronted with this same problem, and the next, and so on.

Now, it is perfectly practicable to institute a system that will train every young one, and give to each a good education. There is where our biggest duty lies; and if we neglect it we are going to pay for it—we and our children. We are paying now for its having been so greatly neglected before. Shall we continue to shoulder the burden?

One of the greatest factors in this great illiteracy is the non-attendance at school. And that is a condition that is absolutely curable.

Few, indeed, are the children in the United States now who live in a region so remote and sparsely-populated that no grade or common school is within their reach, or cannot be brought within their reach. It would pay the nation and the state to put a school within reach of every child. An uneducated child growing up is a danger, and where they exist in large numbers they become a source of expense incalculable.

The causes of non-attendance are numerous and very often of the most frivolous nature. Perhaps, one of the most frequent of these is that the child does not want to go to school. One of the reasons for that is that school-work is not made interesting enough. This should be changed by variation of the work, having pleasanter and better surroundings and equipment for all of our schools, interesting teachers, etc. Of these things, more later. But the child is not competent to decide whether it ought to go to school or not. It does not know —cannot know what is best for it nor what is best for the state. And if the parents do not know, it is the nation's and the state's business to teach them, and if necessary to induce or even to compel them to do the right thing. No parent has any inherent right to decide for the child upon a course that is seriously detrimental to the child itself and to the

country. As for letting the child decide for himself or herself not to attend school, it would be just as sensible to allow babies to put their fingers into candle-flames, or to play with rattlesnakes if they want to.

No, every child should go to school; and he should be caused to go to school by so training him and reasoning with him as to make him want to go to school. But where, for any reason, that does not result, he should still go to school. It is harmful to him and to all the rest of us to have him not go. And this applies not only to the "common" or "grade" schools but to the high schools as well.

Not only shall we not be able to carry on the republic unless we give to practically all our youth a good common-school education; but we shall probably fail also if we do not give to most of them, at least, a high-school course. And certainly we shall fall far short of what we, as a nation, might and should do and become if we do not give at least that much training and "schooling" to practically all of them.

In most cases where a child has been carried through a really interesting and instructive course in the grades (unfortunately we have very few such courses now) he is extremely desirous of continuing his work by attending high-school. And by a proper course of encouragement and training, nearly every child could be made to desire this. But whether or not he wishes to complete the high-school course, he should be required to do so. He is not the one to decide. Neither is the parent unless he decides aright. If he does not, then the state should step in for its own benefit and preservation and for the welfare of the child.

After a few generations of a really efficient school and training system, no parent would think of being so base as to try to decide that his child should have only a poor education.

But how can children attend high-school when none is in reach of them? And that is the condition in the case of just about one-half of our children. A little more than half of them live in the country, and nearly all of these have no high-schools available.

We have already begun to remedy this by the establishment of rural high-schools, and some considerable progress is being made, but not nearly fast enough, nor quite in the right way in most cases. * As it is being done now, the result is mostly a "patchwork"—a school set up here and there in haphazard fashion. This is not the best way. The state

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* On the very day that this was written I saw in a local agricultural paper a description of what purported to be the very first real "farm-school" in the United States.

or, at least, the county should be scientifically divided up into high-school districts, leaving out nobody. Then, as rapidly as practicable the schools should be built—probably those having the greatest number of pupils first; but none should be long delayed. It should not be long before every child in this broad land has a high-school available to him, and he should attend it if he is a normal human being and should complete the course in it, and the course should be worth completing. If he is not normal or is subnormal, he should have a special school suitable to his needs provided, and, generally, should be required to attend it until twenty or until he has gotten all he can get out of it.

Expensive? Sure, all this will be expensive—wonderfully expensive! But no community nor state nor nation ever made itself poorer by the expenditure of money for increasing the efficiency of its educational system. And, whatever it costs, it will not be nearly so expensive to have it as it will be not to have it. "Come now, let us reason together" and prove that we deserve the appellation of reasoning beings. The reader will please note later on that this proposed system does not compel states—merely offers great inducements (so great that it is not believed that they would or could be for long rejected). If they are, the inducements should be increased, both by the States and by the National Government. Nor does it propose much compulsion of any kind for grown-up individuals, except in the ever-lessening, number of cases (as the operation of the system continues) where, through either ignorance or cupidity, the individual is continuing to do a thing harmful alike to the child and to the country.

A child that has been given thorough, diversified and interesting courses in the grade and high schools will be very likely to wish to continue his training by taking a college course. Under this proposed system, it is believed that a great many more would do so than do now. It is also believed that this would be a fine thing for the individuals and for the country, especially with the vastly improved and more practical curricula that would come into the colleges and universities under this system.

I repeat, the high-school graduate will probably wish to take a college course. He or she will now be practically grown and ought to be fully capable of deciding that for himself (or herself). But each one of us should be encouraged to give himself all the training possible; for the right kind of a college education will be a big help to anyone, no matter what calling or vocation he proposes to pursue.

And however great the number who desire to take a college or university course, they should all be provided for. It should be available to all who do satisfactory work and who desire it. That would increase the individual capacities of our

people for happiness more than we can well imagine. Also, it would even do away with the false and foolish idea, that so many seem to hold, that it is beneath the dignity of a college-bred gentleman to work with his hands. I thank God that I live in a country where I can go out and plow corn or prune my apple-trees or go into my carpenter-shop and work at that pleasant trade and still not "lose caste". But I hope to live to see the day when, in our land, at least, it shall be literally true—what Rebecca Hoover used to say in the old school dialogue—"Any employment that is honest is honorable." That condition of democracy looks like the "Promised Land" to me; and I believe that this system which I am proposing and advocating would do more to bring it about than anything else in the world.

Another principal cause of non-attendance of children at school is that the child is kept from school to work—either at home or in the store or factory. In any such case, it is a crime—a crime against the child, and a crime against society, against the state, and against the United States. It has been partially recognized as such by several states, but not fully enough by any. A child should be taught to work. Yes, every child should, both at home and at school. That should be part of his (or her) training; and it may easily be made a part of his (or her) recreation if the matter is handled right. But the causing of any child to work, with gain as the primary object and benefit to the parents as the sole, or even the principal intention, is wrong and should not be permitted—especially not if it takes the child away from the grade or the high school. A parent has no claim on the child ahead of the child's own claim and the state's claim on such an amount of that child's time as is necessary for his very best possible education and training. If the parent is out of work, the state can well afford to look him up a job. If he is disabled the state can well afford to look out for him, and do so in a way not degrading. But the state cannot afford to let anybody have any child's school-time. Neither does any child owe his school time to his parent. To take it is robbery. That parent got paid for raising that child when his parents raised him. And if it so happened that the parent's parents robbed him, that gives him no right to rob his own child in his turn. This proposed system will go far to check it. And yet, at the same time it will also help establish and maintain proper parental discipline and training in work and all other matters.

We, as a people, are greatly lacking in parental discipline. While many children work when they should be in school, many others are allowed to grow up without being taught or trained to do any useful work. It would no longer be so un-

der this proposed system of training. In the olden days parents exercised the power of life and death over their children. It is still done in certain places in the Orient.

It is no longer done in civilization. But O, My! how some of those old patriarchs did rave when it was first proposed to take the privilege away from them. And how some of the sheiks would howl today were they to be told that they could no longer slay their own children or their own wives if they wanted to.

Just so will you hear some of the uncivilized barbarians living among us rave over the proposal that they shall no longer be permitted to rob their children of their school-time.

b. **Faulty Curricula.**

One of the principal reasons why children dislike to go to school, and do poorly in school is the faulty curricula. And this is not confined to schools of any class; it is true of the common schools, the colleges and the Universities. Much improvement in this matter has been made of late; but not nearly half that is needed has been done. In the common or grade schools, especially, the work does not offer diversity enough to be interesting. It is mostly a "grind"; and it does not need to be so at all. Recreation and play do not receive proper encouragement and supervision. Athletics and physical training have too little place and are not properly supervised nor well nor equitably apportioned to all pupils. The military training features of this proposed system will correct all this. And if there were no other reason for giving military training to all of our boys and its corresponding complement to all of our girls, this matter of physical development and the care and training of the body would be reason enough, and worth far more than the system would cost. Would it not be worth while to see the slouchy walk and carriage, the stooping-shoulders, the hollow-chest and the prevailing health-manacing uncleanliness and carelessness in regard to personal appearance give way to the springy step, erect bearing, square-shoulders, full chest, clean and splendid appearance and full health that comes from military training?

I have visited many schools lately, and it is positively sickening to see how the children "slouch" and acquire bent spines while sitting or standing, walk shufflingly and with the head hung and shoulders stooped, suck leadpencils, carry dirty hands and fingernails, and do many other unsanitary things, apparently uncorrected and not taught better.

Personal hygiene, the care of the health and the teeth and many physical and pathological dangers that lie in wait for youth are subjects almost entirely neglected. Some of this instruction is probably distinctly the province and the duty of

the home. But parents cannot give it unless they themselves know the subject and recognize the necessity and duty of imparting it to their children. The faults of our present curricula are too numerous to mention, and they would not and could not be corrected all at once. In fact, there will always be room for continuous and never-ending improvement. But the system herein proposed will set our feet on the right road and give us an impetus in the right direction. And the best thing about it is that the instruction and training will be given to all of our children.

The curricula of the high schools are little better, either in promoting interest or giving instruction in subjects that are now either omitted or are given a great deal less time and attention than they deserve. Some of these neglected subjects are so important that, if it were necessary to do so (which it is not) it would be better to eliminate Geography and Algebra or almost any other study rather than to omit or skimp them. "Mental Arithmetic" is one such.

It is in the high school that the military training would first begin to manifest its greatest and most important results. Military discipline would really begin to show its beneficial effects here. And our children in the United States of America need it. I know that the very word is anathema to our people. But if their children received instruction in military discipline of the right kind—the West Point and Annapolis kind—the American, not the Prussian kind, nor the almost only kind known to the newly-hatched and nearly untrained officers from civilian life, as manifested so often during the Great War—for a few years, they would fall in love with it. It would be somewhat irksome to some of the older boys and girls who could remember the "good old days" when children habitually went their own way, untrained and uninstructed in many of the matters most essential to a high standard of life and health, a proper respect for their elders and for law and order; but the transition period would soon pass. After a while people would even cease to talk about those "good old days," and a proposal to return to them would be considered as idiotic as a proposal to return to the use of alcohol as a beverage or the taking away of political rights, privileges and duties from women.

As previously stated, the basic principles of agriculture and the practical application thereof should be taught in the grade school and the high school to practically all pupils. Also, for all boys, there should be manual training and mechanic arts, and for all girls domestic science and home economics. No school curriculum should be considered as even approaching completeness without these things; and all the children should receive instruction in them.

This proposed system puts Agriculture and its concomitants—Manual Training and Domestic Science—in their proper

position in the training of youth for the first time in the history of the world.

The curricula in our colleges and universities also still need many revisions and additions. The imparting of laboratory instruction and especially of practical instruction has made great advances, but even yet the work in these things is , in many cases, still in its infancy. And as the curricula are improved, you may be sure that the interest of the pupils and the pleasure in their work will increase. There will naturally result a corresponding increase in the number who desire to attend these institutions of higher training.

But how shall we get the time for this big increase in the curricula? In the first place the diversification of the work will in itself add an enormous stimulus. The little children and even the older ones who are now so bored by the incessant hours of continuous poring over books will find the dull monotony so pleasantly broken by the short but frequent periods of physical exercise, by interesting work in the school-garden or school-field, by laboratory instruction, and by real play that they will be able to do as much and more text-book work in far less time than before. They will soon learn to "work hard when they work and play hard when they play"; and they will like it.

And with this diversity of work and of training, the long and idle vacation will not be necessary any more (if it ever was) to either pupil or teacher. The Saturday holiday each week for the grades, and a half holiday on that day for high schools and higher institutions, together with one fortnight's and one week's vacation and some seven other days during the year will be amply sufficient.

Teachers who use the time to advance themselves in their profession should, of course, be given "leave of absence," with pay, for that purpose; but it never has been fair to them to turn them loose for a long vacation without pay each year. That is one of the ways not to get the best teachers and not to hold the most competent ones in the profession.

To the work of the pupils the long vacation is most demoralizing. It begets laziness, loss of interest and, in many cases, an almost overmastering desire to quit going to school at all. Monotonous, deadly-grinding and often uninteresting as school work has been, it has doubtless been necessary for both teacher and pupil to have vacations longer than those recommended above; but they have never needed to be as long as they have usually been. Nor is it thought that it will be advisable, once this system is well in operation, to have more than that recommended. Some colleges and universities have already practically adopted this plan of reduced vacations.

For those which have not, and for the high schools and grade schools, this would add one-fourth to one-third to the available time for the year's work in each school year.

If, even with the diversified interests and elimination of monotony brought about by the amending and enlarging of the curricula, it were to be found that little children in the lower grades needed more time out of school, that should be easily arranged and adjusted.

We used to have the eight month's school, the six month's school, and even in many cases no school at all. Sometimes it is so yet in some places. And we are paying for these things in the illiteracy and inefficiency of several millions of our present population. Let us not allow that condition to continue. It is extremely dangerous.

It is a fact that education and training is almost invariably of great benefit to any child who receives it, faulty and inadequate as our curricula are. But it is also true that the faulty and inadequate curricula often lend a color of truth to the statements which opponents of education are so fond of making, to the effect that education, beyond a certain (very low) point, does not do one any practical good, and oftentimes tends to render a person impractical and worthless. Real examples of this are much fewer and farther between than is generally supposed; for whenever or wherever a college graduate or even a high school graduate fails to make good it is heralded abroad (even as is an occasional but rare failure on the part of a preacher's son) and the whole world is made to know about it. Those who are misers or who for any other reason hate to see money spent for the education and training of our youth delight in that sort of thing. Yes, and even some of us do it merely because we have not been trained to have respect enough for truth and because we like sensationalism.

An adequate and complete curriculum will go far towards making examples of "educated" failures less numerous.

When we go about studying the subject thoroughly and scientifically, we shall find many respects in which our college curricula need amendment.

One that I would call attention to particularly is that, in Schools of Journalism, more attention should be paid to the teaching of our Journalists, Editors and other Newspapermen to stick to the truth in their publications.

The "freedom of the press" is one of the highest blessings that this republic has, and one of the greatest guaranties of our liberties. But along with it goes an obligation ot stick to the truth—not even to insinuate falsely nor to distort things

in favor of anyone's point of view. Not many Journalists seem to realize that yet. The curriculum of the school of Journalism should teach it to them and emphasize it.

The military training features of this proposed system would teach it to them; for exactness and truthfulness lie at the moral foundation of all right military training.

c. **Inadequate Equipment and Incompetent Teachers.**

In some forty of our states and in several foreign countries I have observed schools. We have many excellent ones, and nearly all the communities seem to be supplied with free schools of one kind or another. In general, our school systems seem to be better than those of any foreign country which I have visited.

In approaching many of our towns, the first building that comes in sight and the most impressive one in the town is the public school building. And the interest shown in the education of our children is great everywhere. I do not think that there is anything equal to it in any foreign country that I have seen. Probably there is not anywhere else in the world. It is mainly this interest which has made it possible for the United States of America and her institutions to live and become the highest example in existence of what a government of the people, for the people, by the people, can do.

This produces a tendency to make us too willing to rest upon our oars and not to try hard enough to push advancement further. "If we already have the best in the world why seek to improve upon it"? We are too likely to ask. Because, even so, we are far below the standard that we should be setting; because if we do not go on advancing we shall presently begin to retrograde; and because, if we do not improve our school system rapidly and thus keep pace with the other things, we shall soon find it lagging too far behind. It is so already in many respects and in many communities. Our advancement in manufacture, in transportation, and in many other things has been wonderful, and is still going on. But our advancement in agriculture, in country home-making, and in many other things whose advancement mainly depends upon the efficiency of our schools, and in the schools themselves, especially in the country schools, is not keeping up.

We have many schools in fine buildings and with splendid equipments; but we have not nearly enough such, and those that we have are usually not of sufficient capacity to accomodate nearly all the pupils. In some cases, even in our largest and richest cities, the schools have had to be run in two shifts—morning and afternoon. That is not a good way.

And in the smaller towns, and especially in the country,

the buildings and equipments are wofully inadequate. In nearly all of our schools, both city and country, equipments for the instruction in the important subject of Agriculture and ground adjacent to the school for the practical illustration thereof are almost totally nonexistent.

In nearly all of our schools there are not adequate grounds and equipments for the play and the physical training of the pupils.

A few of our city and a very few of our town schools have arrangements for instruction in manual training and domestic science, but these are totally absent from most of our schools. They should be available to all pupils in all schools.

Equipments and arrangements for basic instruction in several other vocations are either totally lacking or extremely inadequate in many schools where such subjects should be taught.

While we have many splendid school buildings, especially in our large cities, the architecture and appearance of most are such as to breed contempt rather than to cause our boys and girls to look to them for inspiration, as they should be able to do. Some few schools are provided with beautiful and inspiring arrangements of school grounds, with flowers, lawns, etc. But the idea that most of us have when we think of "the old school play ground" and the grounds about the school is an ugly and uncomfortable building set in a small plot, neglected and weedy, and anything but beautiful or inspiring in appearance. This ought not to be so in a single instance in the United States. If one owns a fine jewel, does he give it a setting of dirty, brown clay? Jewels cannot even appreciate their surroundings. Children can and do. Our children are the most valuable possessions that we have, both to us individually and to the state and the nation; and yet we mostly compel them to spend a great part of their waking hours cramped in amid surroundings of mud and weeds and ugliness. What do you think of the relative respect and gratitude to the government of a child whose government has provided for him an education in a splendid and comfortable building, well and adequately equipped, surrounded by beautiful grounds, with a proper place for play and physical training, and a child whose training has been grudgingly and stingily furnished in a place like nearly any school house you can think of, with the equipment and surroundings just such as most of them now have?

But you say, "This is asking too much; not all nor nearly all these things can be afforded." I repeat that no community ever got poorer by spending its money and substance for the improvement of its schools. These things can be done and are going to be done; for men and women who see the thing

in its right light are going to keep hammering away until it is done, for the sake of the children of our country. It will be expensive to attach a little farm and a big play ground to every school in our cities and towns; but we should do it and we will do it. I wonder what town or city will have the honor of doing it first?

As conditions are at present, the eighth grade is the highest available to nearly every country boy and girl in the land, unless they be sent away from home at the very age when they most need parental care and supervision. We have a few country high schools but are not building them nearly fast enough. There should be one available to every child. The system herein proposed would soon make it so. Then would be bridged the almost impassable four-year chasm that now lies between the country-bred child and the university or college. Would not that be worth while, whatever the cost? I warn you that we must do these things for the farmer, and train him to do them for himself, or we are going very soon to be mighty short of farmers. Then the United States of America will begin to "go hungry."

I can think of no other "back to the farm" movement that would begin to compare in results achieved with this proposed system of teaching Agriculture, both practical and theoretical to all of the pupils in all of our schools. Innumerable children would learn to love it when they saw what a beautiful thing could be made of it; and grown-ups would flock to it when it no longer forced a terrible handicap upon their children.

Our school system is suffering from a great shortage of teachers, in every state in the Union. We have long been suffering from a shortage of efficient and competent teachers; but lately the conditions have become so acute as to be alarming. The only teachers that many schools can get are young girls of "seventeen and up" who have hardly more than completed the eighth grade. Some of them have not even done that. And many other schools are facing the alarming situation of not being able to procure teachers at all. Why? Because we are not paying our teachers enough and have not been for a long time. We have the reputation of being a very generous people; but in this respect, as well as in some others, we are positively stingy. The pay that our teachers receive, in all our schools, has not been such for a long time as, in itself, to attract anything like the best material to the profession. Fortunately the training of the young has such high attractions of its own that many of splendid ability have taken up and continued the work. But enthusiasm will not buy bread, and conditions have at last reached a point where many of the best have been forced to quit, and not much of

even fairly good material is coming in. We are going to pay for all of this in the ignorance and inefficiency of the generation that is growing up. Is this a time to trifle and play with these things that lead to I.W.W.-ism, bolshevism and anarchy? That is what we are doing. Beware! The fruit is very poisonous.

The system herein proposed will be a first long step toward remedying these things. It provides means and methods of giving to all our schools adequate buildings and equipments, and of providing teachers and trainers with reasonable pay. It will impart to every child "Physical Development, Discipline, Inculcation or Patriotism, Americanization, Democratization, and Vocational Training." These will be big advantages to the individual and of incalculable value to the republic.

The physical unfitness of our people has been brought very forcibly to our attention by the draft. Details of this have been given elsewhere. This proposed system would provide ample equipment and measures for play, physical exercise and development; and would also give, what is equally essential, a careful and efficient supervision of the health and hygiene of all pupils by competent and authoritative physicians, dentists and specialists. We are doing more of these things now than we used to do, but not nearly enough, probably not one-tenth enough. Witness the examinations of the health conditions of school children lately made and the subnormal and abnormal conditions found to exist in every group examined.

d. **Low Standards and Why.**

Many parents who are financially able to do so send their children to private schools and colleges. There can be but one legitimate reason for this. It is because the public schools do not offer a high enough standard of instruction. Of course, some of the rich do so from mere snobbery; but that is undemocratic. It is one thing that we may correctly denominate as "un-American," and we should bring our public schools up to such a high standard as no longer to leave an excuse for it. Its continuation and the consequent lowering of interest in the public schools on the part of the wealthy people is one of the greatest factors imaginable in undemocratization of our people. No other thing will or can do so much to raise class barriers and maintain divergencies of interests between various portions of our people as this, unless we can find a way to check it. Nor can we hope to do that unless we destroy the excuse for the existence of such a condition. This can be done only by raising the standards of our schools as high as any that the rich man's money can buy.

Other parents do not wish to send their children to college or even to high school because they believe or claim to

believe that the things the children would learn there would be of little or no "practical" value to them. We know that, even with what our schools now are, these parents are mistaken; but they are a great deal nearer right than ought to be. This again from the fact that the standards of work done in our schools, both as to kind and quantity, is in many cases far too low. Principal causes are inadequate equipment, incompetent teachers and schools not being operated throughout the year, as previously discussed.

Put this proposed system into operation, and this kind of parent will no longer have this vain excuse for enabling him to save a few more dollars and pile them up for his heirs to wrangle over, and for putting his child to work merely for the parent's own benefit, thus robbing his own offspring of their school right.

Still other parents say and believe that they "do not see why their children should have so much education," that they themselves did not have it, and they have gotten along pretty well, and so on. The number of those who openly say this or secretly think it is much greater than we imagine. In most such cases it is a species of ignoble jealousy. They do not wish their children to have a better life nor a higher standard of living than they themselves have had. These parents, as well as those just mentioned above, are sadly in need of some teaching and training themselves in the duties and obligations of parenthood.

Schools cannot do much teaching to grown-up men and women of their ages. That is more in the province of our preachers; and if we would do better by these, along with our school teachers, we should see a corresponding increase in the efficiency of their work. The system herein proposed would teach us to do justice by all our servants; and it would also raise up a generation of parents who would not view things with the mental and moral strabismus which now afflicts parents like those mentioned above.

The standard of discipline in our schools, and even in nearly all of our homes, is much too low. Our people have been too busy making money and developing the resources of this great country to pay much attention to it. The lack of discipline in the home has been reflected instead of corrected in the schools. So that our people grow up without it; and the resultant disregard for law and order, and for properly constituted authority has brought upon us all sorts of trouble. Lack of respect for parents and for the aged is too often a manifest result. Too many of us seem to believe that a manifestation of boorishness, in contradistinction to good manners, is a mark of democracy. Lack of discipline is at the root of

nearly all law breaking. Mobs and lynchings are its elder children.

We have wandered so far away from discipline that it seems that very few of us even know the meaning of the word. Most seem to hate and fear it, as people usually do that which they do not understand. Some because they think it means blind obedience to an irresponsible and unreasoning authority. It does not. Others because they think its principal idea is punishment. That is not so. Still more hate discipline because they cannot or will not understand that their rights and privileges are limited by the fundamentally equal rights and privileges of those among whom they live.

I have previously defined discipline as that quality possessed by efficient human beings which causes each to appreciate and accept without question the duties, powers and limitations of his position (but without precluding the use of legitimate means to better that position) which inspires each with confidence in the efficiency and moral steadfastness of his associates and comrades; and which makes instant and heart-whole compliance with the laws, rules, regulations and directions of properly constituted authority a second nature (but not precluding proper efforts by lawful means to prevent abuse of power or to make proper and lawful efforts to secure changes in laws, rules, regulations and directions that are believed to be wrong or unlawful). The obligations of the administrator to administer efficiently and lawfully are fully as great as are those for whom he administers to comply and obey.

This is the civilian counterpart of the kind of Military Discipline which this system proposes to introduce into our schools. In a single generation its reflex would be powerfully felt for good in our homes and throughout the public and private lives of our people. It would take a whole volume to tell all the good it would do for us; and twenty-five years after the adoption of this system, it would be no more possible to secure a return to the old than it would now be to get our country to return to the system of slavery or our farmers to go back to the use of the reap-hook and "cradle."

The standards of mental training in our schools are too low. This proposed system would remedy that.

The standard of morale among our people is far too low. This proposed system would raise it.

The standard of physical fitness among our people is much lower than it should be. This proposed system would make our people almost universally wonderfully fit.

The standard of discipline among our people is so low as to be in many respects and places almost non-existent. This proposed system would give us a race of efficient men and women—the first and absolute prerequisite for discipline. It

would give us a race that would be glad to do their duties, know their powers and recognize the limitations imposed upon them by the fact that others besides themselves have rights and privileges which must be respected. It would cause our people to be inspired with confidence in the efficiency and moral steadfastness of each other. And it would make obedience and respect to law and good order "second nature" to the great mass of our people.

Let's adopt this system.

CHAPTER IV.

MILITARY, NAVAL AND NATIONAL DEFENSE FEATURES OF THE SYSTEM.

This country called the United States of America has shown the world how to do many good things. If we so will it, we are now on the verge of giving it another lesson—how to be militarily efficient without becoming a victim of "Militarism." The door is open to us. Let us step inside.

Men, patriots and statesmen have perceived for a long time our perilous position and imminent danger because of our "unpreparedness" and weakness from a military point of view.

Here we were and are a great big, rich nation, lately become easily accessible by reason of improvements in navigation and other transportation facilities, and with no ready system of defense—nothing that could be gotten in shape that could be thought adequate or effective under a period of at least twelve to eighteen months. Meanwhile vast "militaristic" peoples, who looked and still look with envy and greed upon our wealth were, and are, just across both oceans from us; and there were, and are, others nearer home who would gladly help to loot us and make of our treasures their spoil. They got ready to do it and some tried it; and, but for a fortuitous combination of circumstances, they would have succeeded. They did come mighty near succeeding before we could train and organize our vast potential forces and put them in motion.

Here we were and are the expositors and advocates of a system of democracy—a system diametrically opposed to the monarchial systems of the most of the rest of the world. And our system made headway even among the peoples of the monarchies themselves. How those monarchies hated us, and still do! That was another reason for their trying to crush us. They have long planned and intended to do it and they still do. They will succeed yet if we do not prepare to defend ourselves and make ourselves so strong that they will not dare to attack us, even at the times most favorable to them. Potential strength we have of the greatest, but that, without training and organization and constant preparedness, will not count for much. It takes too long to get ready. If

we depend upon potential strength alone, we shall some day be whipped and made a spoil and our kind of government destroyed before we hardly know it. The ways of these enemies are devious and numerous, and many of their machinations are being used even now right here among us. I think I know of three nations that are jointly and consciously getting ready to try to whip us; and two of these each has "under its thumb" a larger nation from which it is preparing to draw fighting men and supplies without limit. Also, some of our most powerful late allies are, for one reason or another, more or less estranged from us. It does not seem probable that next time we shall have powerful buffers between us and our enemies, holding the line until we can get time to pass from lethargic unpreparedness to a condition of even partial efficiency.

Now, our people and statesmen and patriots have not all been blind to these conditions, and are not. But the righteous and powerful fear of "Militarism," of setting up a Frankenstein that would slay us from within, has been sufficient deterrent to prevent us from taking the only course to military strength that seemed open. If the system of military conscription, and its necessary concomitant, a big standing army, and the resultant placing of the military man ahead of the civilian, in short, if the Prussian system were adopted, would it not disintegrate our democracy and Prussianize our country? I have never heard of any reason, nor can I think of any reason why it would not. In the course of time such a system would turn the United States or any other country into a monarchy, with a titled military caste behind it and supporting it. It is a wholesome knowledge of this fact that has been a factor powerful enough to prevent our country from adopting that system; and that will continue to prevent its adoption, pray God!

We have come near to adopting it lately; for most of our people have been brought to a realization of the fact that, so long as there are wild-beast nations in this world, we must become, not only potentially strong, but actually and presently strong, in order to be able to defend ourselves and our institutions.

And to many there has seemed to be no other way out than to create a big standing army and put our young men all into it for a period of training, say, about the age of 19, 20 or 21. Many have deluded themselves with the belief that this period would be only for a few months. It would not. It would have soon expanded to two years or to, at least, one year. It takes that length of time to train a green man to be anything like an efficient soldier in all but exceptional cases. And the principal reason that could be advanced for doing this thing at all was in order to obtain

military efficiency. I can think of no calamity that would be much greater to our country than would be the seizing of her youths at the very age when they should be entering institutions of higher learning, or making a start upon their life work, sending them from home and all home influences and making them devote, all at once, and for a period of two years, or one year, or even several months, all of their time and energies to a profession that was not intended to be their life-work, nor of much kin to it. And this, too, notwithstanding that the training received would do the individual young men good in many respects. A better result for the individual, and one not dangerous to the nation can be had by another system of training. This latter system would also include the complementary training of girls and young women, and their need for it and the nation's need for them to have it is fully as great as is the need of the boys and the young men.

This proposed system would, among other blessings, foster a real "back to the land" movement, for it would place Agriculture on a plane where it belongs, and which it has never occupied before. And while doing so, it would inject untold efficiency into every legitimate occupation—and kill several of the other kind.

It would soon make the farm a mighty nice place to live and would win many a boy and girl to it. The other system —the Prussian, Monarchial, "Militaristic" system—would have a great tendency to drive the young from the farm. Not many, after serving an extended period of training with the "colors," all at one time, and just at the restless age. would be willing to go back to the drab and desolate existence of ordinary farm life, as it is and would continue to be, unless improved in some such manner as provided in this proposed system.

A great educator who was a splendid farmer and Secretary of the State Board of Agriculture of a great state asked me, one day, when I was presenting a few of the outlines of this system to him:

"But why do you wish to saddle this splendid plan with the additional burden of military training? I agree that it would be fine for agriculture and for every form of education to have a system arranged on your plan, if it could be done; but I want to know why we should be made to give up a portion of the student's time to this military training?" My answer was:

"Because real military training, the West Point and Annapolis kind, will teach the pupil to so arrange and systematize his work, his play, his whole life, in fact, as to make all his tasks easier and cause them to be better and more thoroughly done. Because military training will make the teaching force

more efficient. Because it will teach the pupil to 'work hard when he works and to play hard when he plays'. Because it will give to the pupil physical excellence, mental superiority and moral steadfastness not to be found so well taught and illustrated anywhere else under the sun. Because it will train him in discipline—a thing needed even more, if possible, than health-training. Because the advantages and benefits that would accrue to the individual and to the state are so numerous and so great that it would take more than a whole book to tell them all. And, lastly, because it would give to the people of our country the training and the preparation which we so greatly need for them to have for the National Defense."

He agreed that some of the things named would be good, if military training would produce them. He seemed to doubt it. He had never given the subject thorough, impartial and unprejudiced consideration. And he "pooh-poohed" the idea that we should ever have any need of being prepared for the National Defense. The world had grown too wise to ever engage in another war, he said. This was before the Great War!

This honest and sincere opinion of his, and the similar honest and sincere but erroneous, opinions of thousands of others prevented the sensible preparation that would have kept us from being compelled to enter the war. Mr. Blank's opinion and the illfounded opinions, similar to his, kept us from so training and preparing that, when war did come, our condition was such that we had at least 25,000 more killed and 100,000 more wounded than we would have had if we had had our boys and our young men previously well trained and prepared.

Also this war cost us thirty thousand millions of dollars —more than enough to have paid for the training of all our high school and college boys for a hundred years. If we had been doing that, we would not have had this war.

And still today there are some honest, sincere and wise (?) people who declare against such a system and ask why we should "burden" our educational system with it.

Carlyle once wrote, "This world contains about 1,250,000,000 people—mostly fools."

Jesus drove the thieves and profiteers out of the temple of the living God, and men hanged Him upon a tree.

Herbert Spencer says, in effect, that when a man presents a new idea to the world, they first want to burn him at the stake or hang him. If he persists they then want to submerge his proposition by ridicule and innuendo. If he still persists and achieves success, then they all fall in line, adopt the idea and right soon are ready to say, and believe, that they themselves were the originators of it.

Burris Jenkins says, "For the world, made up as it is of erring men of passionate impulses, has in all ages been wont to crucify or burn its benefactors, either literally or figuratively."

Probably the real reason why the real solution to this question of military strength has been overlooked is the same as that which made it impossible for the Spanish courtiers to understand how Columbus was going to make the egg stand on end. It is so simple and easy.

The solution to almost any great question is simple and easy when one knows how.

The solution of nearly all the problems arising from the faults and deficiencies of so-called "human nature" lies in the proper training of the young. But "there are none so blind as those who will not see"; and once a stubborn man or woman has made up his or her mind, through prejudice, it is adamant—it cannot be changed.

Let us look at a few of the Military and Naval things this proposed system would do for us:

In the first place the Navy which must always be our real "first line", should, of course, be the best on earth as befits our position and our probable needs among the nations; and should be capable of such immediate expansion in personnel as would insure victory against any probable foe amongst the still-numerous wild-beast nations. The navy materiel should be kept at top notch of size and efficiency at all times; for it cannot be produced quickly when the emergency comes.

This proposed system would give to the country men, in numbers amply sufficient for any needed expansion, who had received the basic training in Military and Discipline and Morale which would make them quickly available for sea-warfare as well as that on the land.

The number that would be needed permanently in this branch of the service is unknown to me; but there are unbiased experts who do know, and their advice should, at least, be given due weight. What I do know is that this system would furnish practically unlimited personal material for any needed expansion. These would be men who had been trained from their youth up in the essentials. They would be "civilians"—citizns—first, and only called into the service when great need or emergency demanded it. Our country could have nothing to fear in the way of "Militarism" from them.

I have had opportunity to consult with but few naval experts about this matter; but those with whom I have discussed it were enthusiastic about it. Disinterested ones must necessarily be so; for it would be of the greatest and most lasting good to our country.

In the second place, instead of needing a standing army of

somewhere bewteen one and two millions for the National Defense, we should need only something like 300,000 to 500,000 for a land "first line." This number would not be excessive for our great and rich country, with all the potential great enemies she has in the world; and could be obtained through voluntary enlistments, provided the inducements of pay, life insurance, and a goodly sum, loaned on a long time and at a low rate of interest, with which to start business (preferably farming) at the end of the enlistment, were made sufficiently attractive.

I make this statement fully aware that most of our people are yet to be educated up to the value of such a life insurance. But this plan would do it.

It would also encourage one term enlistments and would foster a real and mighty "back to the land" movement. Its cost would be great. That of any satisfactory and efficient system will be. But it would be insignificant compared to the many benefits resulting. And it would be insignificant compared with what we are likely to lose if we do not adopt some effective plan of becoming militarily able to take care of and defend ourselves.

It is not extravagance to expend vast sums when still vaster benefits are obtained thereby.

Under this proposed system, we should have a nucleus Army of, say, eighteen divisions. And back of it, ready, organized, trained throughout their youth, a civilian host of as many millions as we could possibly need. With such "preparedness" and with the concomitant moral training of our people and our nation, which would make it impossible for us to be or act the "bully," we would not have war. "Militarism" would not be ours; for this vast force would also be "civilians" —citizens—first, and only called into service when necessity demanded, and then only at the behest of the people's elected representatives.

The men (and women too, for that matter) should be organized, each having been previously assigned to that duty and position which he or she is best fitted to fill. This does not mean that we should put women on the firing line, Mr. Scoffer.

After a few years, those who had so fitted and educated themselves, and had received training such as to make them capable of being efficient officers would be amply sufficient in number to officer the vast hosts available as soldiers, in case of need.

If war did come we should then be spared the necessity of again seeing our brave and splendid youth commanded by "half-baked" almost untrained officers—men of excellent parts mostly, but so little conversant with the business of soldiering

that they could not be nearly so efficient as they ought to have been; and whose principal idea of Military Discipline was in many cases, that it consisted, for the most part, in punishing somebody, or "rubbing someone's fur the wrong way" or otherwise making all below them in rank uncomfortable; and in requiring obedience to orders without thought, on their part, as to whether the orders were right or the best fitting the case or even just or legal.

I do not wonder that the young men of America came back from Europe with the utmost disgust for what they thought, and still think, is Military Discipline. Our country with its free institutions, its republican-democratic government, and its system of public education produced men who made soldiers notwithstanding this handicap of undertraining for themselves and their officers. They succeeded; but it was in spite of this handicap, not because of it. They were brave enough and big enough, in soul, to be willing to die in great numbers because of our having failed to prepare, as one of the Generals put it. We can prevent that ever being necessary in the future by a very simple method. Let us do it.

Those who had received training for officers, under the proposed system should be organized, assigned and equipped —ready at a moment's call. So, also, should be a sufficient number of non-commissioned officers and the privates. No restrictions need be placed on where a man lived nor what vocation he followed in life. If he moved, he need merely be transferred from one organization to another. If he made himself more proficient in some other calling than that which caused him to receive his original assignment, his assignment should also be changed.

The women of the land should likewise be organized and assigned for their respective war-duties; for, if the emergency should come, their help would be a great factor; and nothing of this kind can be done without organization.

Whole volumes would be necessary to go into all the details of the plan of National Defense resulting from this proposed system of training for the youth of our country. But here it is sufficient to say that it should be made to work like a clockwork in capability and efficiency in case of need; and at the same time practically all of the country's defenders would be and remain "civilians" until the need arose. Not much danger of Prussian-like "Militarism" resulting from that; and yet so efficient a "military system" that no nation in its right senses would ever again try to make war on us, or to force us into a war.

Pray get well-fixed in your mind the distinction between this system, which gives to the citizen his (and her) military (and complementary) training throughout the years of youth, when it is most easily assimilated, and will also most greatly

benefit the recipient in the matter of securing an "education", and at the same time leaves the pupil always a civilian first, and only called into service upon necessity; and that system which proposes to neglect training and greatly needed discipline throughout the youth-time of the citizen, and then grab him up at an age when he can least spare the time, take him from home and home-influences when they, too, should remain a most potent influence in the formation of his character, and put him for an extended period, a unit in a vast army of soldiers, where training in citizenship and in the interests of civilian life are in abeyance, and where the soldier is necessarily first and the civilian not at all. The result, if such a plan for military strength as this latter one is adopted, must be a large military caste, and ultimate monarchy with all attendant evils.

There are many ways in which our great country could be ruined. Pitfalls on the land, and whirlpools in the water are all about us. But probably, next to not preparing for National Defense at all, the swiftest and surest road to the destruction of us and our institutions would lie in the adoption of a Prussianistic plan for our military training and for the National Defense. Destruction would come from within and our down-fall would be certain.

One Saturday evening when I was a boy there sat the usual bunch around the stove in the country store and whittled and talked. Theology was the subject, though the most of them had probably never heard of the word.

Said old man "Bat" Washam:

"I believe that God intended every man for some good purpose, and that He helps him along and pulls him through the dangers and pit-falls of childhood, and even later years often. If He did not there wouldn't be one in a hundred of 'em ever grow up."

Some agreed and some opposed, and there was the usual long-drawn-out discussion. But it seemed to me a pretty good doctrine then, and does yet.

Presently the speaker of those sentiments got a chance to talk again and added:

"But I don't think that any man fully lives up to God's intentions and purposes. He shirks and goes the wrong road willfully until he generally defeats God's plans entirely, so far as he is concerned."

That, too, seemed to be true. The speaker himself was an illustration of it. He was one of the "poor white trash."

The Lord God Almighty must have some special work for the United States of America to do in this world. It seems plain to me that His hand has been manifest a great many times in helping us through crises, and in oftentimes saving us from our own heedlessness and wrong doing.

We permitted the foreign slave-trade until 1808, and it

must certainly have been Divine Providence that let us escape from the pall of slavery without dismembering the nation. Of course we were left with an awful race problem on our hands; but maybe He will help us to solve that also. We do need God's help to solve that, for the way ahead looks dark and gloomy regarding it.

We permitted the reign of the wicked King Alcohol to continue for 143 years, and He surely helped us to cast that "unclean spirit" down from the throne without a bloody internal war.

We denied to our women free and equal rights, too; and He is helping us now to correct that great mistake without our going through a campaign of "militant suffragettes."

We grew rich beyond the wildest dreams of any former nation, and established a political system hated by every monarchial people in the world, when nearly all the others were monarchies; and meanwhile, we neglected to make any adequate preparation for the defense of our riches or of our republican system of government. That we were not so prepared, and that Divine Providence helped us out every time when the great need came, let anyone who doubts read General Upton's "Military Policy of the United States" (to be had free of charge from the Government at Washington).

And then came the Great War, and we found three big nations and a number of smaller ones standing between us and the enemy until we could take the necessary twelve months to get partially ready. Divine Interposition? It certainly looks like it.

But we had to pay. We would not have had that war if we had been prepared; for Germany would never have forced us into it if she had not known that we were not prepared and thought we could not get prepared in time to do the allies any good.

And we lost 25,000 more dead and 100,000 more wounded than we should have, even if the war had come, if we had been prepared.

Also, we are paying financially, and will be for a long time. That war would probably not have cost us one-tenth what it did if we had been prepared. It cost us more money than would be the net expense of the system of training and preparedness herein proposed for a hundred years.

But the Spirit of God will not always strive with man; and we cannot hope for His care and protection beyond the point where we render ourselves useless and a hindrance to His purposes and plans.

Some day we shall find ourselves face to face with a cold proposition that will overwhelm us and make us a spoil and a vassal if we do not exercise a little more "common sense" in this matter of preparedness. For the tiger-nations and the

lion-nations and the jackal-nations and the serpent-nations are still upon the Earth, going about and seeking whom they may devour.

Wrong-doing brings bad results to men and nations; but foolishness often destroys them.

Let us beware, lest we by our own willful folly, thwart the Divine plans intended for us, even as so many individual men do, and bring our nation to nothingness, even as has been done to themselves by many nations before us.

Let us be sensible.

Let us not be fools and neglect to prepare to defend ourselves and the God-given temple of Liberty that is our inheritance, and which, if we use it right, will be the means of freeing and enlightening the world.

And let us not be fools either by using means in preparing to defend ourselves that will enchain us again, deform our sense of right and justice, make a bully of us, destroy our democracy and lead us along the same lines that led our late enemies to their fall, when there is available, and already partially demonstrated in Switzerland—the oldest republic in existence—and in Australia—the newest great democracy—systems which we should be able to improve upon and make a true and lasting model for the world.

CHAPTER V.

OUTLINE OF GENERAL PLAN.

"We must train and classify the whole of our male citizens, and make military instruction a part of collegiate education. We can never be safe till this is done." *

In studying this plan, please keep in mind that the writer does not mean to claim that the aid, assistance and supervision of the various schools by the United States should necessarily be precisely that here recommended, either in the amount of help given or the supervision and inspections furnished. These details will have to be worked out by many minds, operating jointly, and will certainly have to be modified from time to time as advancements are made.

For instance, the time might not be far distant when it would be thought advisable to establish women's National Academies for special instruction in war duties, at suitable places, similar to those for men at West Point and Annapolis.

And it seems quite probable that institutions along similar lines would be inaugurated for the purpose of original research and the special study of legislation, journalism, diplomacy, etc., and especially of health preservation and medicine. This latter science seems to be, as yet, only at the threshold of its possibilities.

Other and greater unforeseeable advancements would doubtless be numerous.

But the principles intended to be set forth are fundamental. The inducements must be made great enough to cause all the states and communities to co-operate with the General Government in giving to all our young people sufficient and efficient education and training in all the essentials.

And the inducements for military and naval training must be great enough to insure that ultimately practically every able-bodied young man in the country shall have received at least the rudiments of military training or naval training during his school life; and also practically all young women shall similarly have received a suitable complementary training for whatever war duties might fitly devolve upon them.

Anything less than that set forth herein, either in the civilian training or in the military, would be too little; and

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* **Thomas Jefferson** in letter to James Madison in 1813. (See Literary Digest for March 3, 1919, p. 140.)

we have neglected the training of our youth in both these phases far too much and a great deal too long. Let us for once be up and doing, not only better and wiser than any other nation is doing, but also better, far better, than we ourselves have ever done before.

Kindly note also, as previously stated, that material and moral inducements are held out to the states and communities for their co-operation, rather than compulsions. Also that as many inducements and as few compulsions as practicable are offered individuals to cause them to submit themselves to training and discipline. Especially is this so in dealing with those who have reached an age which renders them capable of deciding reasonably and logically for themselves such things as attending college or university, etc.

Yet it is intended that the inducements shall be big enough to cause a large number to seek a higher education and the more advanced instruction in Military and Physical Training, Discipline and Morale.

In any case, if the inducements offered are shown to be insufficient to achieve the desired results, they should be increased or changed until they are sufficient. We are rich enough to adopt and operate this system, and we are a great deal too poor not to do so. Then let us use it until the system itself shall bring forth a better and higher one than anything which we (in our semi-benighted state) can now imagine.

SECTION ONE.

THE BEGINNING—THE PREPARATORY STAGE.

This should consist in enlarging and improving the present system in universities and colleges.

We have already taken the first step—a very small step, indeed; but, nevertheless, it is a start in the right direction. The General Government has granted certain property and moneys to the states on condition that they establish and maintain certain schools in which, among other things, the subject of "Military Science and Tactics" is to be taught. Army officers in very limited and insufficient number are furnished as professors of "Military Science and Tactics"; and a system of inadequate and too-infrequent inspections has been inaugurated. Lately the system has been somewhat expanded and improved by the introduction of the Reserve Officers' Training Corps scheme.

It is only necessary further to enlarge upon these sufficiently to make our educational system really efficient, cause

it to reach every child in the land, and, at the same time, give to all of them that regular and systematic training in doing all things, of which they stand so sorely in need. And this would at the same time make our nation the strongest and most efficient upon the face of the Earth from a military standpoint, without the slightest danger of making our country "Militaristic."

Instructors, trainers and teachers in all subjects in all "aided" and "approved" schools, of whatever degree, should be adequately paid.

This should be secured by a scale of minimum salaries, which should be prescribed by a joint committee from the War Department, the Navy Department, the Agricultural Department and the Educational Department at Washington. This scale should be uniform throughout the United States; but salaries in excess of the prescribed minima should not be prohibited, but rather encouraged whenever conditions warrant.

We cannot hope to give instruction in Military and Physical Training, Discipline and Morale to all the youth of our country, nor even to any considerable portion of them without a sufficient number of competent and well-qualified instructors. Neither can we hope to have all of the large number of such instructors that will ultimately be needed furnished by the Army and the Navy. Only a comparatively small proportion could be so furnished. But if these Services be allowed a reasonable number of "Extra" officers, a sufficient number could be detailed for supervisory service in the higher institutions and for a proper superintendance and inspection in the high and primary schools. Practically all such instructors in the primary schools and high schools and the majority of such in the subordinate positions in the colleges and universities, too, must be obtained from among those who have received the training in such institutions themselves or in the next higher. So, in order that the training shall be given systematically and by competent instructors, the beginning must be made by training those in the higher institutions first, for the most part, and by following this up with similar training in the high and primary schools just as soon and just as fast as instructors can be provided.

How is the best way to do this?

I recommend:

1. FINANCIAL INDUCEMENTS. SUPERVISIONS AND OBLIGATIONS. CURRICULA.

Make the financial inducements offered by the General Government so big and so universal that, when added to the providing of competent **Instructors in Military and Physical**

Training, Discipline and Morale, no college or university would, or could afford to be left out.

Then see, by a proper system of inspections that all those institutions which accepted such aid lived up to their duty in the matter, by requiring that Mechanic Arts, Agriculture and Home Economics or Domestic Science were being taught to a reasonable number of their pupils for a reasonable time; and that courses in Athletics, Health-Preservation and Moral Science were being given to all throughout a four-year course. Also that all men students were taking "Military" in the Reserve Officers Training Corps (or rather in an expansion and modification of it) for four years, and that all women students were taking a suitable complementary course for the same length of time, in what might well be denominated, the Reserve Women's Training Corps.

The curricula of each of these latter courses should occupy, say, one hour per day for five days per week, with an "inspection" or other ceremony on Saturday, and one muster and inspection per month. At least three-fifths of this work should be practical; and there should be encampments of at least two weeks per year; and at least two of these encampments should be attended by each pupil before he or she is allowed to graduate.

The "school year" should consist of twelve "school months" of twenty-eight days (24 week days and four Sundays) each.

There should be detailed from the Army or the Navy at least one officer as Instructor in Military and Physical Training, Discipline and Morale for each 300 pupils (battalion) and one of higher rank for each 1200 (regiment). Also a suitable number of warrant officers, non-commissioned officers and privates for duty as assistants in clerical work, care-takers of material, etc., in the Military or Naval Department of the institution.

2. PERSONAL INDUCEMENTS. APPOINTMENTS TO AGRICULTURAL COLLEGES, ETC.

There should be offered further inducements, carrying corresponding obligations to teach and serve, first, to agricultural students. These are placed first because agriculture is the most important business of our country, and should be scientifically studied by the greatest number of our young people. Also, up to this time, it seems to be the furthest behind and to receive the least attention and intelligent study, compared with the numbers engaged, of any of the learned professions. Perhaps, as the majority of others seem to do,

you think it is not one of the learned professions; but it ought to be.

This proposed system would certainly bring it to the front where it belongs, and would, at the same time, so increase production and the conservation of agricultural resources that the cost would be so small compared to the benefits as to be hardly felt at all.

a. **Appointments to Agricultural Colleges.**

Allow each State Senator and each State Representative to appoint one cadet and one cadette to the State Agricultural College each year. Also, allow the governor to appoint, say, one-twentieth as many as all the others.

All appointments should be made by competitive examination and within the constituency, if practicable—if not, anywhere within the state. In case of failure to appoint by any senator or representative, such appointment should be made by the governor; and in the case of his failure to do his duty in the matter, the War Department or the Navy Department should make the appointment direct.

b. **Pay and Obligations of Appointees.**

Let each such appointed cadet and cadette receive for four years (unless sooner discharged, or no longer in attendance for any reason) say $40.00 per month—$480.00 per year—one-half to be paid by the state, and the other half by the United States.

Such appointed cadets should be obligated to serve, after graduation, as United States Instructors or Assistant Instructors in Military and Physical Training, Discipline and Morale in colleges and high schools or grade schools, if so required, for at least four years; and as Reserve Officers of the Army or Navy for at least ten years, if called upon to do so. The teaching service should be rendered wherever required in his own state, and for whatever pay is allowed by the United States for such service. The reserve service to be rendered wherever he resides, unless called into active service. In that case wherever required. Also each appointed graduated cadet should serve as a reserve or as a volunteer officer on active duty, in case of war, until the age of forty-five, if called upon to do so.

Similar obligations to teach and to serve, in fitting capacity, should be required of all appointed cadettes.

c. **Barracks, Dormitories, Buildings and Grounds. Instructors.**

Require barracks, say, similar to the new West Point cadet barracks to be built for all cadets, and suitable dormitories for all cadettes; and require all appointed cadets and cadettes to be and remain single, and to live in their respective barracks and dormitories. Also require all other cadets and

cadettes to live in their respective barracks and dormitories, if not married.

The original cost and the up-keep of the barracks and the dormitories should be borne equally by the state and the General Government, and they should be furnished rent-free to all cadets and cadettes.

The state and the General Government should also share equally the expense of furnishing the land occupied by the barracks and dormitories, drill-grounds, athletic-fields, gymnasiums, camping grounds (two) maneuver-grounds and target-ranges.

The state and community should be required to furnish all instructors in subjects other than Military and Physical Training, Discipline and Morale, and should, probably, be required to pay one-half the salary of all instructors in Military and Physical Training, Discipline and Morale (other than Army and Navy officers) who would be needed to assist the Army and Navy officers detailed. Also, half the salary of all United States women instructors in corresponding complementary subjects. But the choice of all such instructors, both men and women, should be subject to the approval of the War or Navy Department, according to the nature of the school; and, if necessary, should be made by them, as in case the school authorities persist in selecting none or unsuitable ones.

d. Uniforms, Arms, Equipments, Etc.

Uniforms of the kind prescribed by the War or the Navy Department, as the case may be, and suitable for the place and latitude, not subject to change oftener than, say, once every twenty-five years, except by act of Congress, should be furnished free to all cadets and cadettes by the United States to the value of, say, $75.00 per year for each pupil. No money "savings" on uniform should be allowed.

All uniforms should be and remain always the property of the United States and should be turned in upon graduation or whenever the student leaves the institution permanently.

All cadets and cadettes should be required to wear uniforms at all times when on school or military duty, except when engaged in duties unsuitable to uniform, such as practical agriculture, athletics, laboratory work, etc.

The United States should also furnish all arms, equipments, camp-equipage, ammunition for target-practice, etc.

Such women students as so desire should be permitted to take a suitable course in target-practice, but separate from the course taken therein by men students. Suitable light rifles and pistols should be provided for this by the United States.

3. APPOINTMENTS TO TEACHERS COLLEGES.

Very soon after, and perhaps simultaneously with the agricultural school, should be organized the same system of appointments, inducements and obligations for the Teachers' College or Department of Education of each such institution in each state.

For, upon the proper training of all teachers, more than upon any other one thing, will depend the success or the failure of the plan.

4. APPOINTMENTS IN OTHER DEPARTMENTS.

This should be followed, as soon as practicable, by a similar organization and encouragement, through a similar system of appointments, pay, etc., and carrying corresponding obligations in the Academic, Engineering, Law, Medical, Journalism and other Departments of each "aided" institution.

Wherever the Agricultural Department, Teachers' College, etc., are separate institutions from the State University all should be included and classed as "aided," and should be "aided," provided they fulfill the requirements.

Ultimately no benefit should be given to any state educational institution, college or department of the State University over another, provided it fulfills the requirements, except that the number of appointees to the agricultural colleges and to the teachers' colleges might well be made at least double the number made to any other department.

No pay or benefit should accrue to any appointee without the corresponding obligations being assumed by him or her.

5. ARMS, UNIFORMS, EQUIPMENTS, INSTRUCTORS, ETC., TO BE FURNISHED BY THE UNITED STATES TO OTHER THAN THE REGULARLY "AIDED" INSTITUTIONS, WHICH FULFILL THE REQUIRED CONDITIONS.

The United States should similarly furnish half the pay for assistant instructors in "Military and Physical Training, Discipline and Morale," and corresponding women instructors or assistants, detail suitable Army or Navy enlisted personnel, and should supply all arms, equipments, camp-equipage, ammunition for target-practice, etc., and also the same amount for uniforms for each cadet and cadette as mentioned in paragraph 2, sub-paragraph d., above, free, to all students in other schools and colleges which comply with requirements, and where one or more Army or Navy officers are detailed in accordance with law as "Instructors in Military and Physical Training, Discipline and Morale."

But no cadets or cadettes should be "appointed" to these "approved" institutions, nor should any funds be supplied to them by the United States for buildings, grounds, etc.

The same regulations should exist and be strictly enforced

in regard to the wearing of the uniforms; and all uniforms, as before, should be and remain the property of the United States, and should be surrendered upon graduation, or whenever the student severs connection with the institution.

The establishment of units of the Reserve Officers' Training Corps should be fostered in these institutions and these units should be increased in importance and efficiency.

Similar units of a "Reserve Women's Training Corps" should also be established, maintained and fostered.

The same or similar assistances should be furnished, under similar conditions, to "junior colleges" and to institutions giving a curriculum equivalent to a high school course, or higher; and in these should be encouraged the establishment (where not already existent) and maintenance of junior units of the Reserve Officers' Training Corps. These units should also receive greater financial aid and encouragement than at present.

Similarly also in these institutions should be established junior units of a "Reserve Women's Training Corps."

6. LOANS TO STUDENTS BY THE UNITED STATES.

At any time within two years after graduation from high school, upon the certificates of three reputable citizens to the effect that neither he (or she) nor his (or her) parents are financially able to pay the applicant's necessary expenses at a college or university, and with the recommendation of the applicant's high school authorities, the United States should loan to any person so desiring a sum equal to that paid to appointees, in order to enable him (or her) to take a four-year course at some "aided" or "approved" college or university.

But no such recommendations should be required from those who apply for such loan within six months after graduation from high school.

Such loan should be paid to the recipient monthly, and in a manner similar to that in which "appointed" cadets and cadettes receive their pay.

The recipient of such a loan should be obligated similarly to an appointee.

The loan should bear, say, four per cent interest; and the recipient should be required to begin to pay it as soon as practicable, and always within five years after completion of his (or her) four-year course, or within one year after leaving school if the course is not completed.

After the time for beginning repayment, the recipient of the loan should repay annually a sum equal to, at least, ten percent of his annual net income for the preceding year, until all of both principal and interest shall have been repaid.

No student should continue to receive this loan if his or

her school work is not satisfactorily done, just as no "appointed" cadet or cadette should be retained under similar conditions.

Guarantee against loss to the United States by death of the recipient should be made by means of an insurance of the recipient's life in favor of the United States. Such insurance might well be carried by a United States Insurance Bureau, all recipients of such loans being required to buy a "four-payment" policy for, say, $2,500.00 during the four years that they are receiving the aid of this loan. This policy, or any part left thereof, would become the property of the recipient or of his heirs, when the loan had been fully repaid, both principal and interest.

The United States should hardly need a guarantee against the loss of such loans through dishonesty of recipients; for, if this system of instruction and training be carried out earnestly and in good faith, those receiving loans would nearly all be incapable of such a mean act.

Now that liquor is banished from our country, it is thought that very few would prove so incompetent and worthless as to be unable to repay.

SECTION TWO.

CONTINUATION. DEVELOPMENT OF THE SYSTEM IN HIGH SCHOOLS.

Only a comparative few of the young men and young women in this or any other country ever attend a college or university. Let us hope that this system will make a marked change for the better in that respect. But so it is at present.

Consequently the training recommended in Section One —The Preparatory Stage—above, great as its results would necessarily be, would not reach a sufficient number to bring our entire system of training up to the desired standard, nor to make us a really efficient nation from a military point of view.

But we have many high schools and their number and the number of pupils attending them are both increasing, though not nearly as rapidly as should be the case. For these reasons, it is logical that this class of educational institution should next engage our attention in the matter of furnishing their students with this system of training and instruction.

High schools should be made available, and attendance at them should be required of all children who have completed

the common or grammar (graded) school course, both in the country and in the city. But the city and the town have almost a monopoly of them as yet.

Such as exist in the country, and even the city high schools, are almost universally sadly lacking in such things as beautification of grounds, ample physical exercise facilities and play-grounds, and, especially, grounds for the practical application of the basic principles of agriculture. Many even lack suitable laboratory, manual training or domestic science equipment.

It should be one of the requirements for receiving United States "aid" that these last three be satisfactorily supplied in part—at least one-half—by the state and the community.

The pay of teachers and instructors should be adequate, and not below the minimum scale prescribed by the General Government committee.

Suitable grounds, buildings, etc., should be made available by the joint and equal sharing of the expense by the state and the nation, the state's portion being permitted to be made up, in part, whenever practicable, by the community.

As previously indicated, country high schools are, for the most part, yet to be established; and yet there is nothing in our educational system that is so greatly needed. As it is at present the country boy or girl who desires a college education finds a four-year gap between the highest work to be obtained in the common school and the requirements for entrance into the college or the university. This necessitates the child's either doing without college training, or that he or she be sent to the town or city away from parental care and supervision at an age when such care and supervision are most needed. High schools should therefore be established throughout the country as speedily as practicable.

Each state and county should be scientifically divided into high school districts, having due repard to local conditions of terrain, population, kinds of roads, etc.

No community, nor, with almost no exception, no family should be left out.

A suitable building and grounds should then he provided for each such high school. The original cost should not be less than, say, $30,000.00, but, otherwise should not exceed, say, $500.00 per pupil, nor be less than, say, $400.00 per pupil of high school age in the district. One-half of this cost should be borne by the United States and the other half by the community or the state, or by both combined.

This United States aid and other assistance described later should be made available to each and every high school that

complies with the requirements set by the General Government.

That of suitable equipment for teaching and training in certain subjects has already been mentioned.

Further requirements should be that all boy pupils take the prescribed course in Military and Physical Training, Discipline and Morale, and all girl pupils its suitable prescribed complement. Also that proper medical and dental supervision and instruction should be given to all pupils; that all be given four-year courses in the basic principles and practical work in agriculture, and in morals and ethics; and that all the boys be given a considerable and reasonable amount of instruction in manual training, and all the girls a corresponding amount of work in home economics or domestic science.

It should also be required that all "aided" high schools operate and continue in session for twelve school-months of 28 days (24 week-days and 4 Sundays) each per year.

1. INSTRUCTORS FURNISHED BY THE UNITED STATES.

The United States should furnish free to all these "aided" high schools, so long as they fulfill requirements, one Instructor in Military and Physical Training, Discipline and Morale for each 300 pupils (battalion) or fraction thereof. These should be junior officers of the Army or Navy, at least until sufficient number of suitable and qualified instructors can be graduated from obligated cadets in the universities and colleges, as recommended in Section One, above.

Also, similarly, obligated women instructors should be furnished for corresponding work with the girl pupils.

In all cases where such high school has more than 300 pupils, there should remain an Army or Navy officer at the head of the department of Military and Physical Training, Discipline and Morale. These should preferably be graduates of one of the two National Academies or, at least, officers of several years experience.

2. ARMS, EQUIPMENTS, UNIFORMS, CAMP EQUIPAGE, ETC., FURNISHED TO HIGH SCHOOLS BY THE UNITED STATES.

The United States should furnish free also all arms, equipments, camp equipage, etc., needed. Also to all high school pupils in such "aided" high schools the uniform prescribed by the War Department or the Navy Department, as the case may require, to the value of, say, $50.00 per year for each pupil. Such uniforms, equipments, etc., should be and remain the property of the United States and should be turned in upon graduation or whenever the pupil permanently quits the school.

Uniforms should be required to be worn during encampments and at all other military or naval duties. Also at all times during school hours, except when the pupil is engaged in laboratory or athletic work or manual labor as in manual training, practical domestic science, practical agriculture, etc.

3. CASH ASSISTANCE IN MAINTENANCE TO HIGH SCHOOLS BY THE UNITED STATES.

The United States should pay to each high school which fulfills the required conditions an annual cash sum, for assistance in maintenance, proportional to the number of its pupils in actual attendance the year previous.

This sum should be uniformly apportioned throughout the United States for any one year, and should not be less than, say, $10.00 nor more than, say, $25.00 per pupil per annum; except that in states which provide for and by law require four years' attendance at high school by practically all pupils, the above-mentioned bonus should be doubled.

4. GENERAL CORRESPONDING REQUIREMENTS.

All "aided" high schools should require every boy to take as much as he is physically able of the full course in Military and Physical Training, Discipline and Morale, and every girl to take the corresponding complementary course, suitable for them.

5. TIME TO BE DEVOTED TO CERTAIN REQUIRED COURSES.

These last mentioned courses should, for both boys and girls, consist of at least three-fourths of an hour per day, five days per week, throughout the entire four years high school course. At least three-fifths of this instruction should be practical. Also, there should be one "inspection" or other ceremony per week and one "muster and inspection" at the end of every school month. In addition, there should be a two-weeks encampment and instruction in "field exercises" every year; and no pupil should be permitted to graduate, or to obtain credit for his or her grades towards college or university entrance without attending at least two of these encampments.

The time devoted to the course in Agriculture should likewise be at least three-fourths of one hour per day, five days per week, throughout the four years; and at least three-fifths of this should be practical instruction.

Instruction in manual training and the handling of machinery should form part, but in no case all of the agricultural instruction given to the boys.

Similarly, instruction in home economics, home-making and

house-keeping should form part, but in no case all, of the agricultural instruction given to girls.

6. ADDITIONAL APPOINTMENTS TO COLLEGES AND UNIVERSITIES.

In addition to the appointments of cadets and cadettes mentioned in Section One of this plan, there should be given, by merit as shown in school-work, or by competitive examination, in each high school, to one high school graduate in, say, every twenty or fraction thereof, each year, an appointment to the agricultural department of the university or other "aided" agricultural college of the state.

Also, similar cadet and cadette appointments should be similarly made to the teachers' college, and as soon as practicable to the other departments of the State University or other "aided" state school or college. But the number receiving appointments to the agricultural college and to the teachers' college should each be at least twice the number of those to any other department.

These appointments should carry similar emoluments and obligations to those of appointed cadets and cadettes mentioned in Section One, above.

In the high schools of states which provide facilities for all and require practically all boys and girls of high school age to attend, the number of these appointments might well be doubled.

7. INDIVIDUAL ASSISTANCE TO PUPILS.

Of the pupils in such high schools as are fulfilling requirements, say, one out of every ten, chosen for excellence in school work or by competitive examination, should be paid (one-half by the state and one-half by the United States) the sum of, say, $20.00 per month toward his or her maintenance during the last two years of the high school course, provided the pupil's work is being satisfactorily done, and provided further, that the pupil has assumed obligation, with the consent of parent or guardian, to teach Military and Physical Training, Discipline and Morale, if a boy, or the corresponding complementary subject, if a girl, for the General Government for at least two years in the common school as soon as the pupil's college course is completed, or immediately after graduation from high school if the college course is not taken.

Indigent pupils of high school age should be given a like assistance, and should take upon themselves the corresponding obligations; but the refusal or failure to do so should not be allowed to operate to excuse the pupil from attendance at high school.

8. TERM OF ATTENDANCE AT HIGH SCHOOL.

The term of attendance of all pupils in "aided" high schools should, ordinarily, be four full school years. Exceptional, indeed, should be the case where a pupil should be graduated in less time. But pupils who do not complete the course in four years should be required to continue attendance until the course is completed, or until married, or until the age of twenty is reached.

9. TEACHERS' VACATIONS AND TIME FOR PROFESSIONAL IMPROVEMENT.

Under this plan, teachers and pupils alike would have at least 29 days vacation per year, besides Sundays and part of Saturdays.

During this vacation, teachers should receive full pay. Also as previously indicated approval of the amounts of pay being given to teachers should be one of the requirements of the United States for "aiding" high schools or any other.

High school teachers, and teachers in grade schools also should be permitted "one quarter" of a school-year on full pay, say, once every two years in which to attend a teachers' college, or some other approved institution for the purpose of professional self-improvement. Each teacher should be required to take advantage of these opportunities for increase in efficiency if he (or she) is to go on teaching, and to so spend this time in good faith.

10. TUITION.

Tuition should be free for all residents between the ages of thirteen and twenty years in all "aided" high schools.

11. CURRICULA OF "AIDED" HIGH SCHOOLS.

The curricula of all "aided" high schools should be approved by the United States War or Navy Departments, as the case may require, so far as Military and Physical Training, Discipline and Morale are concerned, and by the Secretary of Agriculture and a Secretary of Education respectively in other subjects taught. The United States Commissioner of Education should act in this matter until such time as the cabinet office of Secretary of Education is established.

Successful completion of the four-year high-school course should permit immediate entrance, without further examination, into the four-year course in the agricultural college, teachers' college, and the academic course of the university or other government-aided institution of the state.

The supervision of the health of pupils in schools, and the instruction in public health should be approved by and should be under the joint direction of the Surgeon-General of the Army, the Surgeon-General of the Navy and the head of the Public Health Service of the United States.

12. SERVICE IN RESERVES AFTER GRADUATION.

All graduates of these "aided" high schools should be required to serve in the Reserve Officers' Corps, the Enlisted Reserve Corps, or the Reserve Women's Corps (yet to be established) wherever they may reside, if called upon to do so, for the next ten years following graduation, except when pursuing a higher course of study. Also, to serve, if called upon in case of war, in any capacity suitable to sex at any time until the age of forty-five.

13. CONTINUATION OF THE TRAINING OF THESE RESERVES.

Encampments for the continuation of the training of these Reserves should be held annually; but no member of the Reserves should be required to attend these for a longer period than one month at a time, nor for an average of more than one week per year.

SECTION THREE.

COMPLETION. CARRYING THE SYSTEM INTO PRIMARY AND GRAMMAR (GRADE) SCHOOLS.

In order to lay the proper foundation for both civil and military instruction in the high schools and colleges, and more especially in order to make sure that every boy in the United States shall have received, at least, the rudiments of military training and every girl a corresponding complementary training in possible war duties and other similar work, the system should as soon as practicable be carried into the primary or grammar (grade) schools in both town and country.

Sufficient encouragement should be given to cause this to be done in practically every school.

Probably the method outlined below would furnish ample encouragement.

1. REQUIREMENTS.

All such schools receiving "aid" under this plan should be required to maintain school twelve months of 28 days (24 week-days and 4 Sundays) each throughout the year, to give to all pupils continuously health-instruction and supervision, physical instruction and supervision of play, moral instruction, agricultural instruction (mostly practical), musical instruction; and such special instruction for advanced pupils as the United States Department of Agriculture and the United States Department of Education should require.

Also all pupils should receive instruction in marching,

military calisthenics, etc. And probably after reaching, say, the sixth grade, all boys should be given instruction for, say, one-half hour per day, five days per week, in handling light arms, encampment, woodcraft, etc., and such additional training in camp and target practice as the War and Navy Departments shall agree upon and prescribe. This instruction should also be mostly practical.

And all girls should receive a similar complementary course, but without arms, or substituting wands therefor.

Those pupils who are, for any reason, physically incapable should be given special training suitable to their condition. This should also apply to "aided" high schools and colleges.

2. BUILDINGS, GROUNDS, ETC.

These should be made ample and of the best.

To all these schools which fulfill the above-mentioned requirements, the United States should render "aid" to the extent of, say, one-half the cost of suitable, approved buildings and grounds. The latter should always include beautiful school-grounds, ample play and exercise grounds and suitable plots for practical agriculture.

3. MILITARY INSTRUCTORS.

The United States should furnish, free of cost, to each of these schools one Instructor in Military and Physical Training, Discipline and Morale for every one hundred pupils or fraction thereof. Such instructors should be, whenever practicable, "aided" graduates from the high schools and colleges. Also in towns of, say, ten thousand or more inhabitants, one or more Army or Navy officers should be detailed as supervisors of the military instruction. These should, of course, be "extra" officers.

In the matter of the many small country schools which employ only one or two teachers, efforts should be made to consolidate these into larger districts as soon as road conditions can be made to permit. Until then, the United States should pay a part, say, one-half or one-third, of the salary of the head-teacher, provided one is employed who is competent to give required instruction in Military and Physical Training, Discipline and Morale, and provided that he does so.

The salaries of all the teachers in all "aided" schools should be at or above a prescribed minimum. This minimum scale of prices should be that prescribed by the United States authorities as previously outlined, and should be sufficient to repay the instructor for the expense of having prepared for teaching, and to make possible further needed preparation and

training in the profession, as well as to furnish a reasonably high standard of living and to permit the raising and **education** of a family and enable a reasonable amount of savings to be made.

4. ARMS, EQUIPMENTS, CAMP EQUIPAGE, ETC.

The United States should furnish free also suitable arms (for boys) wands (for girls) and needed equipments, camp equipage, etc. And should also pay, say, not exceeding $15.00 per year per pupil towards furnishing suitable uniforms or costumes for all pupils, provided the state or local authorities shall furnish a like amount.

5. ADDITIONAL AID—FINANCIAL.

The United States should pay to each of these grade schools which fulfills the prescribed conditions not to exceed, say, $10.00 per year for each pupil attending at least nine-tenths of the school days (i.e. attending at least 216 days) the preceding year—these funds to be used exclusively to assist in the maintenance of the school at a standard which shall be satisfactory to the United States authorities, including the War and Navy Departments.

Double the above-mentioned amount should be paid in those states which, by law, succeed in bringing at least four-fifths of their common school pupils under instruction in schools fulfilling the requirements of this section.

6. AID TO INDIVIDUAL PUPILS.

A proper bureau should be established by the United States, with competent agents in every community-center to look after and aid indigent children of school age.

So far as practicable, no child of school age should be or remain an inhabitant of a so-called "children's home." If any necessarily do so reside they should attend the public school, and not a separate one, unless they are "incorrigibles" and hence have to be compelled to attend "reform school."

If a child is an orphan and without a home with near relatives, every effort should be made to secure its outright adoption by worthy persons. Failing this, the United States bureau should, jointly with a local committee selected for that purpose, secure a home for the child in some worthy and suitable family by payment of a monthly sum. This amount should be graded from, say, $10.00 per month for the six-year-old to, say, $20.00 per month for the eighth-grade child. Frequent and adequate inspections should insure the quality of the home provided.

In case a child's parent or parents are so poor as to be unable to provide proper food and shelter, and such additional clothing as is not provided for herein, the bureau, assisted by the local committee, should endeavor to obtain employment

for the parent or parents. If this is impracticable because of invalidism, or for any other reason, as a last resort, actual money-aid in sufficient amount should be given—preferably one-half by the General Government and the other half by the state or local authorities.

Only in the most extreme cases, and when it is clearly the fault of the parent, should child and parent be separated.

In all cases the child should be properly provided for and should attend school. None should be left out.

SECTION FOUR.

INSPECTIONS.

Of course this system could not be successfully operated except under the strictest and most careful supervision. Such supervision of the civil and agricultural departments of all these "aided" and "approved" schools should be made as needed by the United States Departments of Education and Agriculture respectively.

Supervision of the preservation of health of all students and pupils, as well as the supervision of the teaching of that subject, should be under the joint direction of the Surgeon-General of the Army, the Surgeon-General of the Navy and the head of the Public Health Service of the United States.

Ordinarily the inspections made by both civil and military inspectors should include these subjects; and their reports regarding same should be sent, through the heads of their respective departments, to each of the three medical authorities mentioned above.

Whenever special need arises, further inspections might be made, by the direction of the President of the United States, under the joint supervision of the three aforementioned health authorities.

Inspections of the department of Military and Physical Training, Discipline and Morale, should be made by officers detailed therefor from the Army and the Navy. They also should be "extra" officers.

These inspectors should pay particular attention to seeing that all requirements are being fulfilled in spirit as well as in the letter. Also that the United States are getting "value received" for the "aids" being furnished.

1. MILITARY INSPECTIONS OF UNIVERSITIES, COLLEGES AND HIGH SCHOOLS.

Each of these should be inspected five times per year—once for a period extending over not less than two days during each quarter, and once for a period of at least one week during the annual encampments.

2. MILITARY INSPECTIONS OF COMMON OR GRADE SCHOOLS.

These inspections should also be made by officers ("extra" officers) detailed by the War and Navy Departments. They should be sufficiently frequent and thorough to make sure that all requirements are being conscientiously fulfilled.

CHAPTER VI.

OBSERVATIONS AND ARGUMENTS.

Humanity poked along for several thousand years using transportation systems, for instance, that now seem ridiculously absurd to all the inhabitants of civilized nations. Likewise other material, mechanical and scientific advancements have been rapid and enormous during these last one hundred years.

But in that greatest and highest of all human occupations—the training of youth—even the most highly civilized peoples are, in great part, still merely "poking along." In every country thousands upon thousands remain almost entirely untrained, and a large majority of the population are inadequately trained. Does it have to be so? It does not. Comparatively few children are born into the world who are not capable of a high degree of physical, mental and moral development. And the wherewithals to give these are here with us, right at hand. Strange that so many should be left practically without training, aye, even many given or allowed to receive evil and pernicious training! And strange also that the training given to nearly all should be so wofully inadequate in one or more respects!

"You cannot change Human Nature"—Not true. You can make almost any change in almost any human being by Training, if you will take the subject young enough and go about it in an efficient manner.

Men and women are mostly what they are because of the training (good or bad) which they have received—especially that received in youth. Heredity limits and affects their powers and possibilities greatly, but not nearly as much as their environment and training.

But to train a person to be what you want him to be you must "catch him young." He cannot learn much nor quickly after he is "old and set in his ways."

A republic cannot be operated successfully by an ignorant and illiterate population. Ignorance and political equality cannot go hand in hand. They are absolutely incompatible. This is an axiom.

A would-be republic that allows its population to be or become ignorant or illiterate is bound to fail. And in just so far as it allows its people to fall below a proper standard

of training and education, just that far does it fall below the true ideal of a republic.

Is it not time we made strenuous efforts to remedy this condition of affairs in our country?

Man has somehow "muddled through" to a little civil and religous liberty in a few countries. But it is not yet of very high quality, and no country, not even ours, is very secure in the possession thereof. The reason is perfectly clear. It is because of the vast number of us who are untrained in the appreciation of our hard-won blessings, untrained in the art and science of living, and untrained in how to hold on to the worth-while things, how to cultivate and nourish them and how to secure their continuance with us.

We, even we, the people of the United States of America shall not survive as a nation, for we shall not deserve to do so, if we do not wake up and seize and administer proper remedies for our illiteracy and lack of training. Neither shall we, nor any of us, have all the blessings and happiness, individually, that may well be ours if we do not go at it and do the right thing in this matter. It may seem to be a matter of small or no concern to you that this or that or the other wrong or evil thing is going on somewhere over in the next state or in the next county or even in the next-door family. But it is not. Your life and mine and the lives of every one of us are affected by the doings and the standards of living of all the others. We cannot escape it and it affects us whether we know it and realize it or not.

Are you better off or worse off because there are five and a half millions in your country over ten years of age who cannot read and write? Are you better or worse off because one-fourth of our people are so poorly educated and so poorly trained that they do not measure up to the eighth grade?

Are you better or worse off because the physical training and the health education of our youth has been so poor that fully one-fourth of our people must be classed as physically unfit, and many, many more are, in some respect, physically deficient? And are you better or worse off because the ethical and moral training of a large percentage of our youth has been so lacking or so wrong that we have to keep some 82,000 of our people confined for the protection of the rest, and that there are besides many others at large who are really a menace to person and property? Are you made happier or more miserable because the ethical and moral training, or lack of it, which your contemporaries have received has been such that you find yourself and your loved ones continually

menaced, not only by outright criminals, but by the cheat, the liar and the "crook" in business of all kinds?

If there is a remedy and a cure for these things, do you not want to see it found and applied to your benefit and mine and the benefit of all the people of our country?

There is such a remedy, a thorough one; and it is simply nothing more nor less than the proper and efficient training of our young people.

It is believed that the system herein proposed will be a long step in the direction of accomplishing this.

1. SUMMARY OF GENERAL RESULTS.

Whatever may have occurred before, it seems pretty certain that we humans have been evolving to higher and higher planes since the days of the cave-man. Brute force has become less and less puissant while reason and ethical considerations have continued to gain ascendancy. Much of our progress has had to be fought for—physically and bitterly; for, more often than not, reason and right ideas have not been the determining factors, as to which side of a question men shall take, nor even in the establishment of the Right. But as time has gone on, reason and ethical considerations have become stronger and stronger factors. Oftentimes the establishment of the Right or the crushing of the Wrong has had to be done by brute force. This was so on the greatest scale in 1914-1918. Some phase of it is taking place somewhere every day. It will probably continue to be necessary in many cases for the Right to be established by force for a long time to come. Even the Lord, Himself, had to resort to it when He found the evil ones defiling the temple.

Sometimes it has almost seemed that the only way to establish any right thing is by brute force. But the human being has been growing in the power of using his reason and his ethical sense until these have become more powerful in many cases, at least, than mere brute force. There was a time when the greatest Reformer that the world ever saw was hanged upon a tree; and it might be done again if He came back to us now. I am not sure. Many certainly would wish to do so. We are only a little ways removed from that time yet. But it is clear that not every reform, great and small, has to fight physically its way to the front, as it did in the days of the cave-man, or as it does even today among savages. Reason and ethical considerations have more weight than they did. Witness the abolition of alcohol, and the granting of civic rights to women, taking place peacefully right before our eyes today.

Let us not, then, despair of gaining another great blessing without the use of physical force. Has not man in the

United States of America, reached a standard of mental and ethical development where, if it be properly presented to him, he will adopt and make use of the very greatest blessing that could possibly be opened to him at this time—namely the establishment and operation of a proper and really efficient system of training for all the boys and girls in the land?

I have tried to tell you what little I know about it; and I want to ask you, one and all, to push the good work along. Talk it. Write it. Preach it. Legislate it into existence. And give of your time and of your substance to it unstintedly. For it is the most important question—the all-important question before our country today. Upon it and upon a right solution of it depend our very life, our continued existence as a nation, and the individual prosperity and happiness of all our people. Without it we cannot use intelligently and efficiently the wondrous gifts that God has bestowed upon us.

"Train up a child in the way he should go; and when he is old, he will not depart from it."
Prov. 22 6.

Have we not been reading this lesson a long, long time? And have we not learned it very, very poorly, as yet?

When one walks through the city, especially through the disgracefully squalid sections thereof, and observes the things going on there, the low standards of living, physical, mental and moral, the marks of vice and degradation upon the very countenances of the men, women and even the children; when one sees how many pick-pockets, crooks and scarlet women there are; and when one remembers that every one of these was once a little child, and capable, in nearly every case, of being so trained as to become a good, wise and useful citizen, does it not look as if it were time for us to begin to put such training in the reach of every child? Aye, is it not even time to so place and position each child that he cannot escape this training "in the way he should go"?

And go visit our jails and penitentiaries. Observe the eighty-two thousand members of the "underworld" therein confined. And remember that the reason why most of them are there is because of a lack of proper training in their youth-time. There are exceptions, of course, due to heredity or other more or less obscure causes; but they are comparatively few. The great majority of "bad" people on Earth today are bad because they did not receive proper training in their youth. And this is our business—yours and mine; and, if there is a remedy for it, we ought to go about finding it and applying it. For these are a great drain upon the state and their "pull-back" is a great economic loss to the community. Also, it is hard for the rest of us to be really happy while such

conditions exist. They cast upon all a gloom like a curtain of cloud by day and a curtain of darkness by night.

More than a hundred children are being born in our borders today and every day who are going to become criminals unless we improve right speedily our system of child-training. Thousands are being born every day who are destined to be and to remain throughout life incapables and inefficients for the same reason.

And it can be improved in one generation, even to the point where at least ninety of the hundred criminals, and at least nine-tenths of the incapables and inefficients can be made into happy, bright-eyed, useful citizens instead of the dour, distrustful, devilsh criminals, and the sad and low-living unfortunates that they, at present, are otherwise destined to become.

It has been given to me to tell you a little bit of the how to begin to give this needed training to all the children of our land.

Think of it. The very babe at your own knee—no matter who you are—may be one of those destined (as things now are) to receive the faulty training that shall make him (or worse still, her) one of the submerged of the underworld! And even though he escape that, his standard of living and the amount of happiness, both material and spiritual, which he will get out of life is bound to be less than it would otherwise be, because of the contemporary existence of numerous criminals and other deficients who would not have been such had they only received proper and efficient training.

I wish I could bring before you, each and every one, the vision I have of our people three generations after this system, and the improvements upon it that will come, shall have been adopted and put into operation.

The changes for good that will take place during the first generation after the beginning of a really efficient system of training for our young people will be almost beyond the power of human imagination; and the benefits derived during the second generation will be even far greater. But it will take about three generations for the system to begin to function with full force, and to shower upon us, and through us upon the world, the big things that lie in it for our human race.

I see these people of the United States of America transformed into a race that is almost universally splendidly efficient physically, and therefore healthful, and therefore beautiful, and therefore reveling gloriously in the happiness of really good living.

The awful woe of our present enormous, greatly unnecessary physical deficiencies and sufferings will be almost eliminated.

Our people will then go about wondering why we were so long blind to these things and to the obvious remedy—the training of youth.

I see us then a people whose mentality has been nearly universally cultivated, and each individual trained and practiced in the job or jobs for which he or she is best fitted, and will most enjoy doing.

Do not imagine that there is no joy in doing well the lowly tasks of life, if that is our job. There is; and all that is required to make it so is to put brains and training into it.

The very reception of training itself is a pleasure and a joy when once we have habituated ourselves to it.

This very day I spent several hours working at the building of a cellar—working in mud and rain—and have enjoyed every minute of it. I know. And right here, let me say again that I thank God that I live in a country already where I can engage in any useful, honest occupation without losing caste. This point of view would become nearly universal under a system of training such as this proposed herein.

I see us a nation of individuals whose training has so sharpened our moral perceptions and our sense of what is due to ourselves and our fellows that we shall nearly all refuse to stoop to the many base tricks, subterfuges, lies, cheatings and sharp practices that so nearly universally characterize most of our dealings with each other; a nation among whom crime has been reduced to a minimum—probably not one-tenth what it now is. Do I see a vast aggregation of people, nearly all of whom have learned that fighting, combat and conflict are really unnecessary, and should not exist? No, that is not desirable; neither is it the idea. Such a state of affairs is not for this world, and the world would not be worth living in if it were so. But I do look forward to the time when a proper system of training shall have made us to know that much of the fighting, combat and conflict of us humans with each other is unnecessary, wrong, and not for our own or our fellows' well being; that combat and struggle with the powers of nature, in order to wrest from her the essentials for a high standard of living, offer nearly all the "fighting" we need, outside of that conflict which everyone of us must maintain within himself to keep himself right. And I look forward with joy in my heart to the time when training shall have taught nearly all of us that such conflicts as are necessary

between men had best be carried on honestly—without the awful mass of evil and unfairness that now so notoriously characterize many of our relations with each other—in short to the time when training shall have made the Golden Rule a practical working system, as well as a beautiful theory.

It is good. But it is not "too good to be true"; and it is your duty and mine to help bring it about. We can help—everyone of us—if we will.

Let us do it.

I see four other great things in store for us, after three generations of the operation of such a system as this:

There will be comparatively little physical inefficiency and suffering, the witnessing of which is so saddening to all our lives.

There will be much fewer mental delinquents and inefficients among our fellows to vex us.

There will be nearly complete absence of that moral laxity and degeneracy which we find to exist now in greater or less degree in most of those with whom we meet and have dealings. A firm and abiding faith in the moral steadfastness of our neighbors will have become a reality. This shall make us believe that we are bound for a worthy destiny, and shall make us willing to help each other to arrive. Human progress shall then really have begun.

And the knowledge that these inheritances are to be not only ours but are to bless our posterity so long as the Earth exists will be a lasting well-spring of happiness in the human heart.

Aye, and there is a fifth thing. This system will, of itself, lead to improvements upon itself higher and better than the human mind can now conceive.

This vision goes ever onward and upward in my mind, and I know that it is true, though I have had only a little glimpse, as through a glass darkly; and I have not command of language to tell you well even the little that I do see.

Have you not seen enough to realize that the subject is well worth-while?

There be many minds who, if they gave the subject the thought and attention it deserves, could produce big improvements on this plan, or might even bring forth a better one. If you are one of these, do it. You owe it to your fellowman.

Look here. Probably most of you, my readers, are believers in and followers of the Man of Gallilee. And you look anxiously forward to the day of His return. Do you really

wish it and long for it to come? What sort of a state of affairs would He find the Earth in if He did come now? It seems to me it would be about like your most loved and honored guest coming and finding your house in the greatest physical, mental and moral disorder.

Are you not in favor of and are you not going to work for a system of training that would make this world a fitter place for Him to return to?

And do you think that He is likely to come, either in person or spirit, until we humans have done, at least, a little bit of the training of our young, which is the first thing to do towards setting our habitation in order for His reception?

Let us go about serving the Lord in a practical way. I have tried to tell you a little bit of the how to do that.

2. RESULTS AND COSTS COMPARED.

"The cost of it! Just think of the enormous cost of this proposed system of Education and Training! Absolutely impossible!" I hear them exclaim.

Yes, they told and wrote me that about the less-comprehensive system of Military Training which I proposed in 1912. And since then, within the last few months, some of the most strenuous objectors thereto have come to me and said, in effect, "Just think how much would have been saved if only your proposed system had been put into operation when you first advocated it! What a saving there would have been in lives and dollars too!"

The plan I then proposed, which is practically the military part of that embodied herein, would have cost something like three-hundred millions of dollars per year; and we would have had in the training of our youth "value received" and more for every dollar of it, besides having occupied a position that would have made it absolutely impossible for the Great War to have touched us. We might even have been so just and powerful that the evil ones would not have dared to start the war at all. For it seems clear to my mind that the instigators believed from the first that they would be able to make rich and unprepared America pay for it.

Now, we have spent thirty thousand millions of dollars, more than fifty thousand lives, made over two hundred thousand cripples; and what have we got for it? Nothing at all,

except a greater calamity avoided—a calamity that would have been avoided anyhow by the expenditure of only about one-fourth as much per annum as the interest on the debt we have now piled up, if we had only started in time and acted upon the system then outlined.

Nor have all our experiences and expenditures eliminated the danger. It will come again and again unless we yet adopt and put into operation this or some similar system of training for the National Defense.

Nor is the civilian part of this proposed system of training one whit less important than the military part thereof. To be really efficient and successful, they are indissolubly bound up together.

I am asking for the American People something that will cost much—several times three hundred million dollars per year now, probably. But it is because reason, study, observation and practice have convinced me that it will be worth much—many times all it can possibly cost. I shall not be content with any petty half-measures, and I ask my countrymen not to put up with any. Many such will be proposed and pressed forward by puny minds, unforeseeing intellects, little-educationists, small-trainingists, and smaller politicians, who strive to win popularity by holding up their hands in "holy horror" at the "extravagance" of the plan.

Great expenditures are not necessarily extravagant. They never are when the benefits returned are sure to be much greater than the output. It is parsimony not to spend greatly when great expenditures are really needed.

What would any reasonable person think of a big firm that refused to make big expenditures in the operation of its business when the not making them would be certain to cause that firm a loss of several times as much? That is just exactly the stand which the "little-educationists" and "small-trainingists" will be advocating for the United States of America.

And there will be those—large numbers of them—faint-hearted ones who will declare that it will never be possible to get the people of our country to consent to the expenditure of such sums, no matter how great the need, nor how advantageous such expenditures might actually be. They defame the American People. Our citizenry have demonstrated time and again that they will expend any needed sum freely and gladly, once the need is made clear to them.

The American is busy. He has not the time to go into

each and every big question and solve it for himself alone. It thus becomes the duty of every one of us who know a little about this subject of training to use every legitimate means possible to bring the knowledge of its needs and sure results to our fellow-citizens.

And there will be those who will lie about this proposed system and about its cost—some because they love to lie, and others because of real or imagined personal advantages to be gained thereby.

Some of those will sneer that it is Paternalism. Yes, it is paternalism—of the very finest kind. But the way these will say it will be a lie, just the same.

It is paternalism; and it will bring about the grandest condition of paternalism among our people that the wisest and best human minds have ever dreamed of. It will give to practically all of our people full faith and confidence in the physical, mental and moral steadfastness of their fellows.

And because it will do this, some of the liars will declare that it will lead to Bolshevism, Communism, I.W.W.-ism and all sorts of other evils; when any right-reasoning person must see more and more clearly, the longer and deeper he studies the subject, that what it will do will be to sound the death-knell of every single one of these vipers-of-isms that are rearing their heads through the ignorance and illiteracy and vice produced by the past and present deficiencies of education and training.

There be thousands who, for their own selfish ends, say that black is white and vice versa; and many of these succeed in getting themselves believed. Beware! Be not deceived! Let not such persuade you that this cup of nectar waiting only for us Americans to quaff it is poison! Neither allow them to put poison into it, nor to induce you to take only a small dose of training for our youth because of the enormous cost of it.

If you and several members of your family were sick and the only cure for your ailment was a medicine that would cost a large portion, or even all of your fortune, would you not procure the medicine? Especially would you not do so if that medicine was sure to so reanimate you that you would find it easy to make another and greater fortune right quickly?

That is just what a proper system of training our youth will do for the United States. It will cost enormous sums. But it will increase our earning capacity as a nation and as

individuals several times—probably as much as ten or twelve times what the entire system will be costing us.

Suppose you had an income of, say, $4,000.00 per year, and you used as much as even half of it in such a way as to make it bring in some ten or twenty thousand dollars per year. Would that be good business or would it not?

The United States Government has an income of some billions; and by expending somewhere in the neighborhood of one-fourth of it upon a proper system of training for our youth, it would soon easily be collecting, if needed, an income double that at present flowing into the coffers, and still be leaving some nine-tenths of the resulting profits in the hands of the people.

Let us not get scared at big costs about this thing until we look on the other side of the ledger and see how much bigger the returns are.

The cost! I say that no matter what it will cost, we shall get back many times "value received"; and it will cost us far less to adopt it than it will to drag along without it.

I pray God that this may be seen, realized and acted upon before ignorance, illiteracy, inefficiency and lack of training of its citizens topples over the Great Republic.

2. LEGISLATION.

Some mighty good laws in regard to Military, Agricultural and Mechanic Arts Training are already in existence in the United States code, and also in those of many of the individual states. But none of them go far enough, and they are too parsimonious too produce anything like all the benefits possible.

The Morrell Acts and the establishment of the Reserve Officers' Training Corps are big steps in the right direction. This is also true of various beginnings made in several of the states. But these are all only a beginning and must be greatly enlarged upon before the goal will be even in sight.

This subject needs constructive legislation of the very highest order. And it must be generous. No penny-wise, pound-foolish policy will suffice here. It must not be permitted that less of both material help to institutions and personal assistance to students than is required for a full fruition be

given by our people and by their representatives—our legislators.

It is not believed that the legislation here proposed is even a model. Such laws must be produced by the best efforts and deepest study of many minds. What it is intended to do is merely to erect sign-posts pointing the way and to bring forth something definite as a working basis. Also to interest those who should be interested—and that means everybody.

A. GENERAL REQUIREMENTS FOR UNITED STATES AID.

The laws providing for the furnishing of government "aid" to institutions and individual pupils and students should set forth clearly what such "aids" shall be and the exact conditions under which they will be given.

As previously stated, these "aids" should be so generous as to induce practically all state schools and colleges to be glad to accept the requirements in order to receive the concomitant benefits.

a. An "aided" school should be a state institution, and therefore capable of receiving substantial reciprocal aid from the state in certain particulars. No sectarian or strictly private institution could come under this head.

b. The pay of all teachers should be not less than that set forth in a minimum scale prescribed by United States authority.

c. The school-year in all "aided" institutions and schools should be twelve school-months of twenty-eight days (24 week days and 4 Sundays) each.

d. Health supervision and suitable instruction in health preservation for all pupils and students throughout the courses in all departments should be required.

e. Military and Physical Training, Discipline and Morale, for all men and boy pupils and students, and suitable complementary courses for women and girl pupils and students, should be a requirement in practically all courses and grades.

f. There should be a cessation of "aid" whenever these requirements or any essential part of them cease to be met.

B. REQUIREMENTS FOR "AID" TO COLLEGES AND UNIVERSITIES.

These should, of course, comply with all the general requirements, mentioned in A above and:

a. Should maintain and carry on four-year courses in Academic work (College of Arts and Science) or Agriculture (including Domestic Science or Home Economics for women students) and Mechanic Arts (Engineering) or Teachers' College (Department of Education) all open to all qualified students, free of tuition.

Also maintain courses in other professional and scientific subjects, with or without tuition.

b. Should fulfill the general requirement regarding Military and Physical Training, Discipline and Morale, by requiring all men students to be given that subject for one hour per day five days per week (at least three-fifths of the work to be practical). Also one inspection or other ceremony on Saturdays, and one muster and inspection at the end of each school month. This training to continue throughout all four-year students' courses. Also encampments, of not less than two nor more than four weeks duration, for training purposes and target-practice, to be held at times prescribed by the War and Navy Departments, respectively, each year; and no student to be graduated in any four-year course without having attended at least two full encampments.

Also all women students to be given a suitable complementary course, occupying the same amount of time, and as nearly similar as practicable in all respects; but women students should be encamped separately and should not be required to bear arms.

No degree should be given, ordinarily, for any less amount of work than a regular four-year course.

C. "AIDS" TO BE GIVEN BY THE UNITED STATES.

In general our people take too little interest in questions that come up before the National Government for solution. As a consequence when the really big and important questions come up, our entire body of citizens are found more or less "at sea." These "aids" should and would bring the people and

the government more closely in touch with each other—would cause our people, every one, to realize that the National Government takes an interest in them and their welfare—that it actually means something to them, and is giving "value received" for what it costs.

These "aids" should be:

a. **"Aids" Common to All "Aided" Institutions and Schools.**

i. The United States should furnish all necessary arms for drill, arms and ammunition for target-practice; military equipments; camp equipage; military uniforms for men and boys and corresponding costumes for women and girl students and pupils.

ii. The United States should also furnish Instructors in Military and Physical Training, Discipline and Morale—Army and Navy officers as Supervising Instructors and Inspectors, and "aided" and "obligated" graduates of "aided" schools as Instructors and Assistant Instructors. One-half only of the salaries of the latter should be paid by the General Government, the rest by the state or state and community.

"Aided" and "obligated" women graduates should also be similarly supplied for the instruction of girl and women students and pupils in their Military and Physical Training, Discipline and Morale.

b. **"Aids" to be Given to Colleges and Universities.**

The cultivation of the mind by a really good and efficient course of college training will enable anyone to do his work better, no matter what may be his calling in life; and other things being equal, he is a better citizen of the republic who has cultivated his qualities and reasoning powers by such a course.

Also the friendships and associations formed in college make largely for success and happiness to the individual all during the time that we pass this way.

But the number of people who receive college training has been so comparatively small that these form almost a clique, separate and apart from the rest of mankind. So marked is this that, heretofore, it has been considered that only those entering certain callings need a "college education," and that the person who works with hands as well as brain has no use

for it. This is a fallacy. Any job can be better performed by "putting brains into it"—trained brains.

As a state exists for the benefit of all its individuals, so laws should be passed fostering real, beneficial and efficient college training for as many of its citizens as practicable.

These laws should provide:

i. For continuation of the aids already in operation by the Morrell Acts, etc., and for their extension in amount, and to other state institutions, such as the Teachers' Colleges, etc.

ii. For personal inducements for attendance at state "aided" institutions by "appointments" with pay, to the Agricultural Department, Teachers' College, and all other courses in the state universities and other state colleges qualified to receive such "aid"—all appointees to assume corresponding obligations.

iii. For free barracks and dormitories for practically all cadets and cadettes, whether "appointed" or not.

iv. For loans to worthy, but financially poor students by the United States, carrying corresponding obligations of service as teachers similar to those of "appointees," and also obligations of repayment of the loans with interest.

v. Maintenance, improvement and the establishment, where not already existent, of Reserve Officers' Training Corps units.

vi. The establishment and maintenance of a "Reserve Women's Training Corps" for women students, along lines similar to the Reserve Officers' Training Corps for men students.

D. REQUIREMENTS FOR "AID" TO HIGH SCHOOLS.

a. High schools as well as all other schools receiving "aid" should fulfill substantially and in good faith all general and special requirements. Otherwise such "aid" should be withdrawn.

b. They should maintain and carry on four-year courses for all resident pupils of high school age—thirteen to twenty.

Tuition should be free.

c. All pupils attending should be given a full, four-year, approved course in practical and thoeretical agriculture.

d. All boy pupils should be given a full, approved course in manual training, and all girl pupils should be given a corresponding course in domestic science or home economics.

e. All boy pupils should receive the approved, full, four-year course in Military and Physical Training, Discipline and

Morale; and all girl pupils a corresponding complementary course suitable to them.

f. All pupils should be given approved health supervision at all times; and an approved full, four-year course in health preservation.

g. Practically all resident pupils of high school qualifications should be required to attend until graduated or married, or until the age of twenty is reached.

h. They should give approved curricula, graduation from any one of which would be sufficient to admit to college or university or other "aided" institution of that class.

i. The state and community should be required to do their part—at least one-half—in supplying suitable buildings, beautiful school grounds, ample play and exercise grounds and right plots for instruction in practical agriculture.

j. Teachers' vacations and time for their professional improvement, mentioned in paragraph 9, Section Two of Chapter V, General Plan, should be provided for under approved regulations.

k. Service in the "Reserves" after graduation from "aided" high schools must be obligatory upon all pupils at option of the United States.

E. "AIDS" TO BE GIVEN TO HIGH SCHOOLS.

There be people who do not "believe in" higher education. Not long ago the governor of a great state said that too many people were running "hog-wild" over higher education. He did not last long. There be people who do not "believe in" free public schools even. One very prominent man told me several years ago that he and many others did not. Later he was a candidate for governor of his state. He did not even get the nomination.

But we have been mighty slow to see that the child is not capable of deciding for himself whether or not he or she should attend the primary public school; and still slower of realizing that oftentimes the parent is just as incapable of deciding the question aright. But slowest of all have we been in coming to the knowledge of the fact that practically every

child in the land ought to be given and required to receive, at least, a full four-year high school course. Indeed, that is a truth that is almost entirely unrealized as yet throughout the length and breadth of our land. The realization of it will work wonders for this republic, and make its people the happiest and most glorious race upon the face of the Earth.

As a step in the realization of this condition, high schools which fulfill the required conditions, should receive legislative aids, such as:

a. Those common to all "aided" institutions, mentioned in C above.

b. Cash assistance in maintenance by the United States, mentioned in paragraph 3, Section Two of Chapter V. Outline of General Plan.

c. Additional "appointments" of selected high school graduate pupils, with pay and corresponding obligations, set forth in paragraph 7, Section Two of Chapter V. Outline of General Plan.

d. Individual financial assistance to selected pupils, with corresponding obligations. Paragraph 7, Section Two of Chapter V. Outline of General Plan.

e. Individual assistance to indigent pupils, and the corresponding obligations. Also provided in paragraph 7, Section Two of Chapter V. Outline of General Plan.

f. Universal instruction in all "aided" high schools in Military and Physical Training, Discipline and Morale, by the continuation and expansion of and the establishment and maintenance of Junior Reserve Officers' Training Corps Units for high school boys.

g. The establishment and maintenance of similar Junior Reserve Women's Training Corps Units for high school girls.

F. REQUIREMENTS FOR "AID" TO PRIMARY SCHOOLS.

It seems that two things should be patent to every citizen of the republic by this time. First, that every boy and girl should receive the full course of training in the common or primary school. Second, that these schools, almost everywhere, should be increased in efficiency of work done and kinds of instruction given.

To these ends the following requirements for "aids" should be exacted of them:

a. They should substantially, and in good spirit as well as in letter, fulfill all general requirements as set forth in A. General Requirements for United States Aid, above.

b. Health supervision, and the teaching of the rudiments of health preservation to all pupils should be inaugurated and should continue throughout the course.

c. They should give a course extending over a period of at least eight years, and its scope should be such that its successful completion would be sufficient to admit the pupil to high school.

d. It should be required by local or state laws that practically all resident children between the ages of six and twenty must attend until the course is successfully completed, or until the pupil is married.

Tuition should be free for all resident pupils.

e. They should require all boy pupils to take the course prescribed by the United States in Military and Physical Training, Discipline and Morale, and the corresponding suitable complement for girls.

f. They should require all pupils to take the prescribed eight-year course in elementary agriculture (mostly practical).

g. The state, or state and community should do their part—at least one-half—in supplying suitable buildings and apparatus, beautifying school grounds and in furnishing and equipping ample play and exercise grounds and suitable, ample plots for instruction in practical agriculture.

G. "AIDS" TO BE GIVEN PRIMARY SCHOOLS.

To all those primary schools which meet the above-mentioned requirements, the following "aids" should be given:

a. All those general "aids" mentioned in C. Aids to be Given by the United States, above.

b. Financial "aid" for assistance in maintenance, mentioned in paragraph 5, Section Three of Chapter V. Outline of General Plan.

The doubling of the amount of the same in certain schools, as therein provided.

c. The provision of homes and financial help for orphans and indigent children of school age. See paragraph 6, Section Three of Chapter V. Outline of General Plan.

H. "APPROVED" COLLEGES AND "APPROVED" SCHOOLS OF "JUNIOR COLLEGE" AND HIGH SCHOOL GRADES.

By an "approved" school, as distinguished from an "aided" one is meant those sectarian or private institutions which do not and could not, or at least should not receive direct financial aid either from the state or the United States. Religion is free and unhampered in our country and should remain so—neither let nor hindered. And, of course, public school funds should not be expended in furtherance of private enterprises, whether these be schools or what not.

But many of these institutions undoubtedly do exercise an important function in our educational system, as at present constituted; and many, especially those colleges and "junior colleges" which combine religious and secular instruction, probably always will. It would be a decided advantage to the country and to the students themselves to have instruction in Military and Physical Training, Discipline and Morale, given to the students of these institutions. Therefore, it would be wise to supply certain indirect assistances in this direction, upon fulfillment by the institutions themselves, of certain desirable requirements.

So, also with private colleges, even those run for profit, and even, as yet, with certain private schools of high school grade, though the snobbery and other evils which all classes of private schools often foster go far to counterbalance their usefulness. Those, at least, which are extremely objectionable will probably disappear under a really efficient system of government "aided" free schools.

However, we still have them, and it is desirable that they also should be induced to give their pupils courses of instruction in Military and Physical Training, Discipline and Morale.

a. The "requirements," in general, should be similar to those of like grade in "aided" schools, except as to free tuition.

b. "Assistances" or indirect "aids" given to such institutions should conform, in general, to those given to "aided" institutions of similar grade in so far only as:

i. The supplying by the United States of all necessary arms for drill, and arms and ammunition for target-practice, the supplying of necessary military equipments, camp equipage and uniforms.

ii. The detail of Army and Navy officers as supervising

Instructors in Military and Physical Training, Discipline and Morale; and the payment of one-half the approved salaries of their necessary "aided" graduate assistant instructors; and, similarly, one-half the salaries of necessary "aided" graduate women instructors and assistant instructors in the same department. Also the detail of the necessary number of enlisted men as clerical assistants to Army and Navy officers on duty with the institutions, and as care-takers of government property therein.

Also the detail of Army and Navy officers for the duty of making required inspections.

iii. The establishment, where not already existent, and maintenance of Reserve Officers' Training Corps Units and Junior Units of the same. The Senior Units should be confined to institutions of College grade and "Junior College" (that is institutions giving two years of a college course) grade. But only the first two years of the "Senior Unit Course" should be permitted to be taken in a "Junior College."

iv. The establishment and maintenance, similarly, of Senior and Junior Units of a "Reserve Women's Training Corps."

I. INSPECTIONS.

The same laws that provide "aids" and assistances to schools should provide for a system of frequent and rigid inspections. This plan for education and training would be of little value unless the schools and individuals receiving "aids" were made to live up to their duties in good faith.

The inspections here referred to are only those of the department of Military and Physical Training, Discipline and Morale. Those of the Agricultural department should be supervised by the U. S. Department of Agriculture, and those regarding general education by the U. S. Commissioner of Education (at least until the cabinet office of Secretary of Education is established).

The inspections of "aided" and "approved" schools of like grade should be the same and similarly made.

Inspections of the Reserve Officers' Training Corps, as made at present, are all very well, as far as they go; but they

do not occur frequently enough, nor does the inspector have opportunity to see the units at their daily work as should be the case.

An increase in the frequency and the length of time devoted to inspections should constitute a prominent part of the expansion and extension of the Reserve Officers' Training Corps and the (not yet established) Reserve Women's Training Corps.

Legislation should provide:

a. For the inspection of universities, colleges, junior colleges and high schools and institutions of like grade by specially qualified officers of the Army and Navy, as set forth in paragraph 1, Section Four of Chapter V. Outline of General Plan.

b. For inspection of common or grade schools, also by specially qualified officers of the Army and Navy as provided in paragraph 2, Section Four of Chapter V. Outline of General Plan.

J. LEGISLATION BY INDIVIDUAL STATES.

A great many of the benefits of this system can be made to accrue to individual states by prompt state legislation, which may be enacted in advance of General Government action.

That state which first takes advantage of this will find itself forging ahead so rapidly that it will be a source of amazement to all the others—and they will be bound to follow.

Each state should promptly improve its public school system, increase salaries of teachers by adopting a minimum scale of adequate salaries, erect suitable buildings of ample capacity, supply needed equipment for teaching, beautify school grounds and provide ample play and exercise grounds and agricultural grounds for every high school and every common or grade school.

Should make attendance at high school compulsory, as well as that at grade school if not already so.

Should establish the twelve months school year in all state schools.

Should require the teaching of Agriculture both theoretical and practical in all grade and high schools.

Should make the same requirement regarding manual

training for boys and home economics or domestic science for girls.

Should take measures for the health preservation of all pupils in both grade and high schools; and should provide for the teaching of that subject to all pupils.

Should provide for and require the teaching of Military and Physical Training, Discipline and Morale, to all boys, and its suitable complement to all girls in high school, at least; and should supply the necessary uniforms for same until this is done by the General Government.

Should also inaugurate a system of "appointments" with substantial pay—to be increased when the United States begins to share in the expense—and should require all eligible "appointees" to be members of the Reserve Officers' Training Corps or of the Reserve Women's Training Corps (when it is established).

Should require all students in four-year courses at state-aided institutions to take a four-year course in Military and Physical Training, Discipline and Morale, or its corresponding complement, for women students.

Should provide uniforms for these, where it is not done by the United States; and should make the same requirements of their students regarding entrance into the Reserve Officers' Training Corps and the Reserve Women's Training Corps (when one is established) as of "appointees".

Should provide free barracks and dormitories for all cadets and cadettes of these institutions, whether "appointees" or not. Also should provide ample recreation and physical training grounds, facilities and apparatus for all state colleges and suitable drill and camping grounds (two) for cadets and cadettes thereat.

Should provide a system of loans for worthy poor graduates of high school to attend college or university.

Should institute a suitable system of tax levies for all these things and should make it big enough to furnish all necessary funds for putting all these things into operation and for maintaining them.

Note: There are no tax levies in the Fiji Islands. Perhaps some of the "little educationists" and "small-trainingists" would prefer to go there to live. They could be spared.

K. WHAT CAN I DO TO HELP?

Any sensible, thinking person is bound to admit that there is great need for improvement in the training of our youth. It is clear that even the most favored do not receive training that is as efficient as it should be. Clearer is it that the great mass of our boys and girls do not get either the amount or kind of training that would render them the most useful, and therefore the most happy citizens that they are capable of becoming. And clearest and worst of all is the fact that thousands upon thousands of them are not only receiving very little useful training, but are actually being trained in the ways of vice and degredation.

Should not something be done about these things? Plain it is that the answer to this question cannot be, no.

In this land of ours who is it that does things? "We, the people of the United States." Are you one of them? Then, whatever your lot in life may be it is your privilege and your duty to do your best to help remedy these defects in our educational system. No one is so high, no one is so humble in life that he or she has not this responsibility. No one is so situated that he or she cannot help in some effective way.

The first thing that the citizen of this republic should do is to think about this question. Ponder it. Ask yourself the question, "What can I do to help?" You are already beginning to help when you earnestly ask yourself this question. There are many ways in which each one can help, and you are in fair way to discover those in which you can do your part when you do this.

If I could place this book, poorly written as it is—I am not a trained writer, and parts of it were written on a bed of sickness—in the hands of every citizen, I could then pass on content. For, at least, it would have set our people to thinking about the matter. The principles set down herein are the right ones. The methods of solution and their elucidation would be taken up by many minds—minds far more capable and better trained in the subject than mine, or any other one man's can possibly be. It is my prayer that this will be done. Then the great questions of better and more efficient training for our youth and of military preparedness without the dangers of "Militarism" would be solved and solved aright.

Until a better one appears treating upon this subject, read this book; get your friends and acquaintances to read it. Talk about it. Write about it. Discuss ways and means to solve the problems it presents. You may not agree with the

means which it proposes. Very well. The problems still exist, and need your help—yours—for their solution. If you can propose a better plan, it is certainly your duty to do that. If a better plan is proposed by somebody else, support it; put your shoulders to the wheel and work for it. Above all, do not just "do nothing." To do that would be "neglect of duty" —a very serious offense.

This book was written to arouse our people to a realization of a crying need, and the worst fate that could befall my effort would be to have it "pigeon-holed", as was General Upton's "Military Policy," for years, or to lie unread upon a dusty bookshelf. If this book or a better one by somebody else does not wake up our people and cause them to realize the dangers that threaten, both from within and from without, then the Great Republic will fail, and mankind will again be plunged into the darkness of monarchy; or anarchy will prevail, and the lot of men will be less enviable than that of the beasts of the field.

We have had one "Dark Ages" of a thousand years duration. Let us not allow another.

We must make this republic succeed. We can do so only by the efficient training of our young people. Whether we do that or not depends upon you and what you do to help.

What are you doing as a citizen to help maintain efficiency in our public schools? Is your vote always cast on the right side? Or are you afraid of a little increase in school taxes? If so, let me tell you a secret. The quickest possible way for any community to get rich, collectively and individually, would be for every citizen in that community to give about ten times what he or she thinks he or she ought to give for the support of its schools. It is literally a case of "Give and ye shall receive."

Or perhaps you do not bother to attend school meetings or to vote at all. If you stay that way you are hopeless; and if enough more of your fellow-citizens follow your example your community and your country are both doomed. You, Citizen, are going to live in just the kind of a country you deserve to live in—just exactly the kind you make it.

And what are you doing to show your personal interest in your schools, and to arouse that interest within yourself? Do you visit even the school that your own children attend? You are missing one of the finest things in life if you do not do that. Also you are failing sadly in the duty of encouraging both teachers and pupils. How can you know what the school needs, if you do not go and see? If you did go occasionally, perhaps you might, at some time, realize the shabby

and unbeautiful surroundings that exist about nearly all our public schools; and you—even you—might make some move to change all that. Or you might perceive what a fine thing it would be to have the monotony varied by all the pupils spending a part of the time each day in the open air learning and practicing real agriculture instead of being cooped up too many hours at a time. Or you might observe that facilities for manual training are lacking for the boys, and for learning the art of home-making for the girls. A little thought on these things might reveal to you that it would not take long for the boys to save and sell enough lumber from goods boxes and enough bottles that are going to waste to buy for their school a manual training outfit, or that the girls could soon gather in, card, classify and sell enough buttons, that would be otherwise wasted, to buy a cooking outfit and a sewing outfit for use in their department. Let us go look at our schools, see what they need and put a little brains into possible methods of supplying those needs. Perhaps if we did the boy who received the training would, in turn, save us some money by having learned that it is not a good thing for the mowing machine to be allowed to set out all winter without shelter; or the girl would make mother and father, as well as husband, happy because she had learned how to make an efficient home, and how to run it economically.

If you are editing a newspaper, how much space do you devote to schools, compared to that which you give to satisfying morbid curiosity regarding crime and criminals? How much effort do you make to have what goes in your paper, as far as practicable, fit reading for the children who will read it? You can train your public in their likes and dislikes, as to what they read; and you could "make it pay" to have them like the right kind of reading, too. At least, many newspapers do, I am glad to say. But too many do not; and the newspaper is a big factor in the training of our youth these days.

Are you a school director or an official of the public schools? Your neighbors have confided to you the job of informing them of the needs of your school and theirs, as well as that of using the means furnished to the best advantage. Are you doing this first part of your duty well? Have you studied the matter thoroughly and really informed yourself about it? If you do so and pass on the knowledge thus acquired, you will soon see the inefficient, low-priced, dear-at-any-price teacher succeeded by one who is worth more to the school than any school could afford to pay. You would see the ugly, sordid surroundings of your school-house give way to conditions that would remain with them a beautiful vision throughout the rest of the pupils' lives, uplifting and ennobling.

You would see the wofully inefficient and insufficient apparatus and grounds replaced by such as would make school work a pleasure and not a task.

Have you informed yourself upon your country's real military needs, in this day when the beast nations are still a power in the world? Or do you merely fear "Militarism," without having tried to learn whether there may not be a solution to our military needs that will be free from its dangers? The fear of "Militarism" is well grounded. We have seen too many and too recent examples of it. But the attitude of school authorities, and of many other people, too, for that matter, towards a proper system of training for military duty in our schools is hard to understand. Such a system properly carried on will be free from the dangers of "Militarism." There can be no better proof of it than that every "Militarist" in this country is opposed to this system, and to the Reserve System of National Defense, which is its corollary. They want the conscriptive, big-standing-army solution. In contrast, this system proposes a standing army, adequate in size and efficiency for a nucleus, and to act promptly in emergencies (300,000 to 500,000 for a country of our size, importance and responsibilities) backed up by an invincible reserve that can be called into action only at the behest of the people, through their representatives.

Are you a teacher? If so, you may be getting only one-half or even a fourth or a tenth of what you earn. If you are a really good teacher, you will never be getting anything near what your services are really worth to the community. The country is not rich enough to pay either the good teacher who devotes his life to the work, or the good soldier who goes out, or stands ready to go out and get shot at for his country anything near what his services are worth, and never will be rich enough. A large part of your "pay" must always consist in love of your work, and in consciousness of duty well done. But you must have a "living wage" including enough to make it possible for you to save sufficient to live on in your old age, plus compensation for the amount spent already in preparing yourself for your profession. You cannot be and remain a good teacher for less. Insist on getting it. And be sure that you have prepared yourself before you begin, and be also sure that you "keep up with your profession"—keep yourself prepared—keep on being a good teacher. It is a terrible thing to teach the little children of your country inefficiently.

The United States Commissioner of Education reports that in the year of 1920, 25,000 schools are being presided over by teachers who have not measured up to the minimum standard

set by their respective states, and that 300,000 teachers have fallen below all reasonable standards.

Better far that these schools had been added to the 20,000 that were closed for want of teachers; for that would certainly have awakened the people of our country to the school situation.

So, be not a teacher, or be a good one. It is a menace to your country and to its free institutions for you to be a school teacher if you are not a good one—well qualified and with your whole heart in the work.

And do you teachers also insist upon a proper support in your work—ample buildings and grounds, beautiful and useful; all necessary apparatus, and a real school year instead of a piece of one.

And inform yourselves, too, in the matter of military training. Do not let prejudice and "Pacifism" blind you to the fact that we still live in a world where the Right may have to be enforced by force of arms, and that it will continue to be so for some time. And do not shut your eyes to the fact that Military and Physical Training, Discipline and Morale, would be a good thing in itself for all of your charges—that the youth of our country need to be taught these things more than anything else—that if you yourself were really well-grounded in these things, and all your pupils were receiving proper instruction therein, your work would be vastly less of a burden and much more efficiently performed.

Of course you hate war. So does every sensible person. But one of the surest ways of preventing our country from ever having to wage another war is for this system to be put into operation. It would make us strong—a giant among the nations—and at the same time inculcate a spirit of justice, right, truth and fair-dealing in our people that would cause the United States of America to desire from the bottom of the heart to use a giant's strength only for the betterment of mankind.

If the teachers of this country will wake up and demand these two things—adequate compensation for their services, and the facilities and privileges of giving their charges a really efficient system of training, they will get both. The two things go hand in hand.

Are you a rabbi or a priest or a minister of the gospel? And do you not find your work of saving the souls of men a very difficult one? Do you not find your efforts toward the

uplifting of mankind hampered and often nullified at every turn? And is not the principal reason for these conditions the fact that your charges have lacked proper and efficient instruction, teaching and training in their youth?

Then surely you will favor a proper system of training for all the youth of our land, and press forward for its adoption and maintenance with all the power that is in you. It would do more than anything else you can imagine to help you to lead the souls of men to God.

Are you a student in college or university? You are one of the most favored of mortals; and your responsibilities are correspondingly great. Are you thinking and planning ahead for the time, not far distant, when it will be you, and those who are now students like you, who will be holding the reins of those institutions? You grumble at methods and curricula, perhaps. Are you planning changes for their betterment when your day shall come?

It has lately come to my knowledge that cheatings and petty dishonesties in school-work are frequent in one of our great universities. I have reason to believe that it is so in many other such institutions.

How are you going to regard in future the class-mate whom you know to have partly cheated his way through? Do you wish this standard-lowering condition to continue to exist? Is your diploma worth as much as it would be if it were known that the spirit of your **alma mater** was such that practically no student would do such a thing?

This proposed system would as nearly eliminate such practices as it is possible to do.

Go into this proposed system; and if it doesn't suit you, after mature and careful consideration, work out a better one and start it going. If you do like it, push it with all your might, for the sake of your country, for the sake of those less fortunate than you in the kind and amount of training received; and for the sake of your children and their children and children's children yet unborn.

Are you a professor in a college or a university? Then you are one of the hardest-working, most conscientious, most poorly paid for your services (if you are a good one) persons on Earth. Also, you are wrapped up in your own little subject (if you are like most professors) and are one of the most narrow-minded men about nearly everything else.

Do get out of your shell long enough to give a thorough

consideration to this broad subject of the general training of the youth of our country. For your influence can be made great in this matter.

You, too, hate war and love Freedom and Liberty bounded by Law and Order. Study this proposed system and see if it is not what is needed.

Are you a business man? Would you not like to see efficiency and honesty the rule of business? Then push this system along, and at the same time, train yourself and your employes a little. Do you know that the word "business" in these days of almost universal "profiteering" is getting to be somewhat of a "stench in our nostrils"? Train yourself and your employes a little, both in nonesty and efficiency. You need it. But there is not much hope for you business men of this generation. You have tasted blood. Most of you will go on "getting while the getting is good"—and you are not entirely alone in it either. Most everybody is doing it—or trying to. That is what makes it so sad. But let us try to have the next and succeeding generations more efficiently trained in both honesty and efficiency.

If you think that this proposed system will do that, work for it. If not, get up a better one and press for its adoption. In the bigger and better system that is going to be worked out ultimately, your aid and assistance will be needed, too. But you need to be cautioned not to be short-sighted, and not to let what you do be on the side of parsimony and the keeping of the "expenses" of the system unjustifiably low.

Are you a man or woman of means? If you are then you are, indeed, a power and you can probably get into action quicker and in many ways more effectively than anyone else in this matter of a proper and efficient system of training for our youth.

There is scarcely a school district in the United States that does not contain one or more citizens who could lend financial aid to this movement without in the least hurting them or causing them any serious inconvenience. In many cases actual financial benefit would come to the donor. A good school is a sure index to good property values. To make the schools of the community better is certain to result in a corresponding rise in property values which will far outweigh the extra amount expended upon the schools.

We are told that some rich people have a hard time finding worthy ways in which to dispose of their surplus. This is strange when the schools stand in such crying need of

financial assistance to bring them up to the standard they should hold, and when worthy, brainy men and women are going through life only half-equipped for the good they might do because of the lack of sufficient money to have enabled them to secure a really good education.

If you are one of the many who have money to spare—and many more have than think they have—take a stroll past the nearest school house, or better still, enter and observe its needs and deficiencies in grounds, in apparatus and in teaching-force. Then try the experiment of supplying some of these needs.

Where buildings are insufficient for their purpose, build some that are. Or better still, induce the district to build by supplying a part of the needed funds on condition that they supply the rest.

Where grounds are insufficient or unbeautiful, remedy this defect in a similar manner.

Where teachers are underpaid, endow their positions on condition that the district shall, in its turn, pay to occupants of these positions a certain minimum larger than the entire salaries they have been accustomed to pay. Donate a sum, the income from which is to pay one-fourth or one-fifth of the teachers' salaries in the school, provided the salaries are kept up to your prescribed minimum, and provided further that the school is operated for twelve school-months per year.

Endow outright institutions of grade, high school or college class that will agree to fulfill requirements similar to those set forth in this system; and make the endowments large enough to cover a system of "appointments," with corresponding individual obligations. Or again, better still, agree to endow thus in part only, and providing the remaining portion of the endowment needed is raised and furnished by the community itself. You who have money to spare could not dispose of it in any other way that would do as much good to yourself, nor be of as great benefit to your fellows and your country.

Start a revolving loan fund for the aid of worthy, indigent pupils and students, requiring that half or two-thirds of this fund be furnished by the citizens of the community and putting corresponding obligations upon the recipients.

Endow, or similarly assist in endowing, prizes for excellence in teaching, in scholarship, in practical agriculture, and

in the subject of Military and Physical Training, Discipline and Morale.

Why hold back endowments and similar financial assistance from the public schools and state colleges? Such endowments would probably reach two or three times as many individuals and do several times as much good there as anywhere else. They would certainly do vastly more good than for you to leave a swollen fortune for your heirs to haggle over and hate each other about.

If only a portion of that money which causes more evil than good in its inheritance were put to these uses instead, it would be amply sufficient to pay the entire cost of this system. Are you one of those who are thus foolishly and harmfully disposing of their wealth? Study this system and see what prospects it offers to you and to those who shall come after you.

It is natural to desire to leave your child free from financial want when you pass. But it is questionable whether this is even really desirable—whether it is not better for the child himself that he be compelled, beyond certain limits, to build his own career unaided. But it is certain that in nearly all cases the inheritance of great wealth proves a curse rather than a blessing to the heir.

Put your surplus to working for the betterment of the world by giving much-needed assistance to the training of our country's young people rather than leave too much of it to be a curse upon the heads of your own flesh and blood.

Are you yourself an indigent—one of the poverty-stricken ones, inefficient and unsuccessful in all you try to do and be? Can you not see the reason, as you look back along the line, to be lack of training, or poor training or even vicious training? Probably you were as well endowed mentally and physically as many who are efficient and successful. But you have failed to receive the right training, and have failed to train yourself aright. You are a failure. It wouldn't matter much if you were the only one, or if there were only a few like you; but there are thousands upon thousands, and you and your kind are a burden unto yourselves and a menace to your country. Do you want your children and millions of other children to grow up under the same conditions that have made you a failure?

Perhaps you do. Many people resent anyone else, even their own children, having an opportunity to live a higher

standard than they themselves. But if you do see things in the right light—if you want your children and your neighbors' children to receive an efficient training—you may yet succeed in one thing in life. You may help in the establishment of this system.

"How can one in my position help"? you ask. Is not your vote as big as that of any other man's in this people's government? No, it is not, if you supinely give up and neglect to cast it, or neglect to inform yourself which side to cast it on. But you can make it as big, and it ought to be you and men and women like you whose voices should declare that no longer shall there be a vast horde of children growing up without proper training and, consequently, without proper opportunities in life for usefulness and happiness.

Whose was the final vote and influence that put prohibition across? It was probably that of the at-last-awakened tippler and drunkard who yet had left strength of character enough to want somebody to help him put the poison where he could not reach it more.

And you can help in other ways, too. You can talk this thing. You can present it in its most convincing form. You can envision for your neighbors and associates what such a system might have done for you. You can beg them not to fail to seize upon it for the sakes of those now growing up who, under the present lack of a proper system of training for all our children, are surely destined to be failures also.

Are you a legislator—one of the elected representatives of the people? Your constituents have chosen you to make for them the very best possible code of laws for the upbuilding of their life, and the promotion of their efficiency and happiness. Your duty is not being performed unless you are intelligently studying their needs as well as their wishes. You are a leader and a teacher as well as a public servant.

The most urgent need of all our people, and of our Government—State and National—is a proper system of youth-training. You must give it to us, or we shall not have it. But how can you give it to us if you do not know it yourself? Study this question. Solve it. And then make laws putting the right system into operation.

Delay not; for in this case, particularly, "Delays are dangerous."

You wish to serve your constituency faithfully and well.

You wish the Great Republic to live on. You wish all the children to be well educated—well trained.

Then study this system, and if it finds favor in your eyes, do your part in putting it into operation. And be neither stingy nor half-hearted about it. Give it thought, time and attention; and then inaugurate it and provide for its maintenance.

"Let's go!"

AFTER-WORD:

Keep this book for your children and their children and children's children to read. Your appreciation of its worth will increase as the years go on.

J. F. BRUCE.

507 Stewart Road,
Columbia, Missouri,
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